

**EMPOWERING THE STUDENTS' AUTONOMOUS LEARNING
TO IMPROVE THE ENGLISH LANGUAGE SKILLS OF THE TENTH
GRADE STUDENTS OF RSBI SMA N 7 PURWOREJO**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
Sarjana Pendidikan Degree in English Education



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GRADE STUDENTS OF RSBI SMA N 7 PURWOREJO**

A THESIS

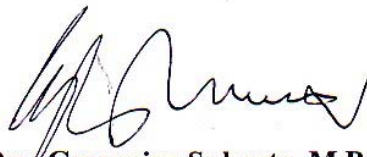


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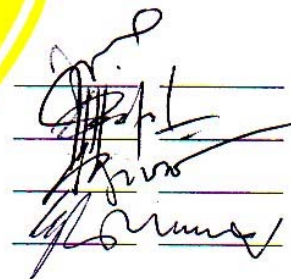
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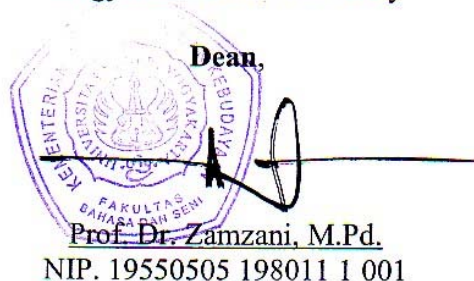
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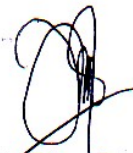
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar di kemudian hari, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 14 Juni 2012

Penulis



Maria Dian Purnama Sari

DEDICATIONS

This thesis is fully dedicated to:

*My beloved Parents
Mr. Y. Tusiran and Mrs. H. Purwani*

*My Lovely Brother and Sister
Dwi and Laras*

My Dearest Riyan

MOTTOS

*“We are all capable of doing great things in life,
If we just first believe in ourselves.”*

(Merry Riana)

*“If we did the things we are capable of,
We would astound ourselves”*

(Thomas Edison)

*If the WHY is big enough;
The HOW is usually not a problem*

(Merry Riana)

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EMPOWERING THE STUDENTS' AUTONOMOUS LEARNING TO IMPROVE THE ENGLISH LANGUAGE SKILLS OF THE TENTH GRADE STUDENTS OF RSBI SMA N 7 PURWOREJO

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ABSTRACT

The objective of the research is to empower the autonomous learning techniques to improve the English language skills of the tenth grade students of RSBI SMA N 7 Purworejo. Some techniques were applied to improve the students' language skills.

The research was carried out at the first semester from September 23rd to October 28th 2009 in class X.1 of SMA N 7 Purworejo. The subjects of this research were the tenth grade students of SMA N 7 Purworejo. In this research, the English teacher functions as the controller and the facilitator of English learning activity, and the researcher functions as the teacher's collaborator and the observer of the implementation of the action. The steps were: reconnaissance, plan, action and observation, and reflection. The research was conducted in two cycles. The cycle consists of two stages. At the first stage, the students were asked to do self-discovery activity in order to improve their self-investment. The next stage, the students worked in groups in order to improve their language skills. Since in the Cycle 1, the research was not successful yet and the focus of the problems was still the same as the problem in Cycle 1, the researcher still used self-discovery and jigsaw activity to improve the students' language skills. However, the topic given in Cycle 2 was different from the topic in Cycle 1. The data were obtained by observing the learning process and interviewing the English teacher and the tenth grade students. The instruments were observation sheet, interview guide, and questionnaires.

The result shows that the autonomous learning through Self-discovery improved the learners' self-investment that affects their learning achievement on language skills in the English learning process. Self-discovery activities facilitated the students to improve their self-investment and reading skill, while Jigsaw activity itself improved the students' language skills on speaking, listening, and writing. The improvement of students' self-investment affected their learning achievements on language skills. It can be seen in the improvement of their mastery of language aspects such as the mastery of vocabulary, grammar, pronunciation, etc., which are integrated in their four basic skills: listening, speaking, reading, and writing.

CHAPTER I

INTRODUCTION

A. Background of the Research

Education is one of the basic requirements in life besides food, place, cloth, and health. It becomes the focus of the policy made in our country. The Indonesian Government has a great attention in education starting from the beginning of the nation that can be seen on the Preamble of the 1945 Constitution. The Preamble of the 1945 Constitution has mandated that the Government of the Republic of Indonesia protects all its citizens and territorial integrity and promotes public welfare, enhances the intellectual life of the whole nation, and takes part in world peacekeeping, based on independence, enduring peacefulness, and social justice (The Preamble of the 1945 Constitution).

The 1945 Constitution of Indonesia, Article 31, Section 3 on education, mandates that the Government organizes and runs one national education system that strengthens the faith and piety to God the Almighty and the moral character as a means to enhancing the intellectual life of the nation.

In July 2003, the Republic of Indonesian Government enacted Act Number 20 Year 2003, a new Law on the National Education System. Act Number 2 Year 1989 on the National Education System is no longer appropriate and it needs to be changed and adjusted in order to implement the

principles of the democratization of education (Act Number 20 Year 2003, whereas). The law has its foundations in the 1945 Constitution of Indonesia, Article 31, Section (1), which states that every citizen shall have the fundamental right to education. The law creates a legal framework for the major educational goal, policies, and plans.

In Indonesia, English as a foreign language has been taught in every level of education as one of the compulsory subjects. In addition, English plays an important role as one of the subjects included in the national examination. Indonesian Curriculum sets English as a means of communication both in spoken and written forms. Because of that, it is important for Indonesian citizens to learn and master English as a means of communication.

In order to enhance the success of learning, some efforts should be put together in the English teaching learning process. First, the students' positive attitude toward English should be set up; second, teachers' English proficiency and teaching skills should be developed; third, the English teaching and learning materials should be created based on students' needs and last but not least teaching aids should be developed. The environment affects the success of the teaching learning process as well.

In that process, the participation of both teacher as an educator and the students as the learners is needed. In other words, in the teaching and learning process, the teacher and learners need to be involved. The most important

thing in the teaching and learning process is the process of learning which occurs in the students' mind. In addition to receiving the learning materials from teachers, students are expected to actively participate in the activities. The teacher should prepare some activities to support the teaching and learning process, such as reading, discussing, working in groups, and doing the school task, so that the students can be more physically and mentally involved.

In order to improve the quality, efficiency, relevance, and the competence improvement at basic and secondary levels of education, both nationally and internationally, the implementation of international standards of education has been proclaimed for the state schools as well as for the private ones. In the implementation of international standard of education, the government gives some foundations, such as;

1. Act Number 20 Year 2003 on the National Education System, Article 50, Section (3), which states that the government and local governments organize at least a unit of education at all levels of education, to be developed further, as a unit having international standards of education.
2. The Government Regulation Number 19 Year 2005 on National Standards of Education, Article 61, Section (1) which states that the government along with the local governments organize at least a unit of education at basic and secondary levels of education, to be developed further, as a unit having international standards of education.

3. Act Number 17 Year 2007 on the Long-Term Plan of National Development Period 2005- 2025 (Rencana Pembangunan Jangka Panjang Periode 2005-2025).
4. The Strategic Plan of National Education Department Year 2005-2009, which states that in order to improve the competence of the nation, the international standard school should be developed at the regency/city levels through the consistent cooperation between the government and the local government.
5. The Minister of National Education Regulation Number 7 Year 2007 (Permendiknas Tahun No.7 Tahun 2007), on the Guideline of the Quality Assurance of International Standard School/Madrasah at all levels of education, which states that the implementation of international standard schools begins with the pilot project phase and continues to the autonomy phase. The pilot phase consists of two stages. The first stage is the development of the human resource competences, modernization of the management, and organization. The second stage is the consolidation.

As stated in the regulation above, the implementation of the international standard school has begun with the pilot project phase. The schools that have implemented the international standard at the pilot project phase are called the designated schools of international standard. The designated school of international standard is a national school with the national curriculum, which is adapted, so it can produce graduates whose competences can be claimed nationally and internationally. Hopefully, the

students have competences to answer the global challenges, speak in other languages, especially English, and use the technology of information and communication.

SMA N 7 Purworejo is one of designated international standard schools in the Purworejo regency. It was the well-facilitated school in Purworejo, which was completed with many facilities in order to improve the quality of teaching and learning process.

SMA N 7 Purworejo had a digital library, a language laboratory, chemistry, physic, and biology laboratories, and other facilities, such as LCD projectors, laptops, and a computer laboratory. This school was also facilitated with hot spots (internet networking) that can be accessed freely in the school areas. All of these facilities were provided to improve the quality of the teaching and learning process.

There are some similar characteristics in the teaching and learning process in many schools in our country. The teaching and learning activities are still teacher-centred. Teacher dominates all the teaching and learning activities. He only teaches during the lesson and the students are not given opportunities to improve their skills. The teaching and learning process is usually LKS-based activities, in which all of the activities focus on activities in the LKS. This kind of situation in the teaching and learning process makes most students dependent students. Those students only learn the materials

given by their teacher, although some of them join the English courses outside the school.

This kind of situation was also found in the teaching and learning activities in SMAN 7 Purworejo. The learning activities were still teacher-centred and LKS-based, which eventually made the students always depend on their teacher. In order to enhance the success of learning, some efforts to overcome these problems should be done. One of them is by improving the students' language skills through autonomous learning.

The research was done by facilitating and giving the students opportunities to improve their self-investment in English learning through self-discovery activity. Improving the students' self-investment affected the improvement of learning achievement on the language skills that could be seen in the improvement of vocabulary, grammar, and pronunciation which were integrated in the four skills, such as listening, speaking, writing, and reading. Therefore, the efforts to improve students' language skills through autonomous learning were necessary to be done in order to solve the problems of teacher-centred and LKS-based activity.

B. Identification of the Problem

Based on the description in the background above, there are many factors affecting the success of the teaching and learning activities, such as teachers, students, method, technique, and learning materials.

1. The Teacher

The English teaching and learning activity in SMA N 7 Purworejo was still teacher centred. The teacher almost dominated all the teaching and learning activities. He only presented the lesson and the students were not given opportunities to improve their skills.

2. The Students

These are some factors related to the students;

- a. Some students had low motivation to learn English. Most of the students considered English were difficult; as a result their achievement in English was low.
- b. Most of the students were afraid of making mistakes in English learning activities; some of them chose to be passive during the learning process.
- c. The students seemed to be passive students since they had no investment on the materials that had been discussed.
- d. Most of the students were dependent students who only learnt the materials from their teacher.

3. Method

The English teaching and learning activities in SMA N 7 Purworejo were monotonous and LKS based activities. The teacher almost dominated all the teaching and learning activities, he only taught the lesson based on the LKS and the text-book.

4. Learning Materials

The problem related to the learning material was that the materials that students learnt at school did not support the students to be autonomous learners and did not give them opportunities to practice their language skills.

C. Delimitation of the Problem

As mentioned in the identification of the problem above, there are many factors affecting the success of the teaching and learning activities. This research chooses students, materials, and techniques factors to be investigated deeper because those three factors are related to each other. In line with the topic, the study focuses on improving the students' language skills in English learning activity through the autonomous learning.

Tomlinson (1998: 11) states that many researchers have written about the value of learning activities which require the learners to make discoveries for themselves. Therefore, the learning activities will be more meaningful when the students can find the concept of their learning by themselves.

This research gives some materials and activities that facilitate and give students opportunities to improve their self-investment by finding the concept of the learning by themselves in English learning activities. Because there are many problems in the English teaching and learning process, this study is limited in the case that the learning process is still teacher-centred.

The problem of this research is limited to the effort to improve the students' language skills in English learning activity, in order to enhance the success of the English teaching learning activity. The improvement of the students' language skills affects their learning achievement on the language skills.

D. Formulation of the Problem

Based on the limitation of the problem above, the research questions are formulated as follows:

- a. What factors cause the students' low language skills mastery?
- b. What are the students' languages skills like?
- c. How should the English lesson be carried out to improve the students' language skills?
- d. How effective is the autonomous learning in improving the students' language skills?
- e. Can the autonomous learning activities give maximum improvement to the students' language skills?

E. Objectives of the Research

This research is intended to reach the following objectives:

- a. To describe factors that causes the low students' language skills mastery.

- b. To describe the students' language skills in English learning activity.
- c. To develop a plan of action based on the factors that cause the low students' language skills mastery.
- d. To implement the plan of action and reflection based on the result of the action.
- e. To describe the significance of autonomous learning activities to improve the students' language skills.

F. Significance of the Research

The researcher expects that the research will have some advantages.

1. Theoretically

This research hopefully will be able to give a contribution in the implementation to the theory of teaching and learning process, especially in order to improve the students' language skills in English learning process.

2. Practically

- a. For the students of SMA N 7 Purworejo, this research can be applied as a means to improve their self-investment which in turns will improve their language skills in the English learning process and facilitate them to be the autonomous learners.

- b. For the English teachers of SMA N 7 Purworejo, the research hopefully can be used as a means to improve the students' self-investment and language skills, to motivate them, and to reduce their boredom in following English teaching-learning activities.
- c. For other researchers, the research can be used as a model and reference to conduct similar researches.

3. Research and Development Program

This research hopefully will be able to give some contributions to the research and development program to improve the students' language skills in English learning activity.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Learning Process

a. Learning Definition

Many experts have proposed some definitions of learning. According to Contemporary Dictionary as described by Brown (2000:7), “*Learning is acquiring or getting of knowledge of a subject or a skill by studying the experience or instruction.*” The *Encyclopedia of Education Research* defines teaching as a process, as it uses the term “learning” to refer to the growth of interest, knowledge, and skills and to transfer these to new situations.

In a behaviourist view, learning is assumed as a product. It is something that occurs when a learner acquires the capacity to do something. Learning is not simply a matter of rote memorization; ‘it is a constructive process that involves actively seeking meaning from (or even imposing meaning on) events (Candy, 1991: 271).

Some psychologists define learning as a change process. As cited in Jerling (1996: 104), Crow and Crow in Knowles (1990:5) state that learning is the acquisition of habits, knowledge, and attitudes. It implies that in the learning, there is change behaviour as the result of

acquisition of habits, knowledge, and attitude. According to Seifert in Van Dyk et al. (1992: 128) as cited in Jerling (1996: 104), learning refers to a relatively permanent or lasting change in a behavioural tendency as a result of specific experiences or repetitions of an experience.

Similar to Seifert and Crow and Crow, Burton in Knowles (1990:5) as cited in Jerling (1996: 104) defines learning as a change in the individual, due to the interaction between that individual and his/her environment.

Sugeng (1997: 45-46) proposed the standard definition of learning, at least so far, much based on behaviouristic psychology, *learning* is a change in behaviour, occurring relatively permanently, as a result of instruction. He proposed three important key concepts of learning definition:

- 1) Change in Behaviour

Learning is said to be exist; only when, there is a change in behaviour in the learner. It must be pointed out that it is the learner who is expected to make change, not the instructor or anyone else. It does not matter what is the instructor does, if there is no change in the learner, it cannot be said that the learner has learned.

2) Relatively Permanent Retention

Learning is the condition that the change in behaviour is relatively permanent. It means that the product of learning is retained in the learner for a certain length time. For example, the change in the child, from being not able to walk to being able to walk, will be retained by the child for a length time, normally for life. If the change is not retained, it just happened that at that time the child was able to walk one or two steps, and then he was not able to do it again, this accidental change cannot be considered as learning.

3) Result of Instruction

Learning is a result of instruction. In language education, learning is usually distinguished from acquisition. In this scheme, learning is conscious while acquisition is unconscious, or sub-conscious. Learning is facilitated by some kinds of instructions while acquisition may or may not need instruction. In brief, learning is conscious and a result of instruction.

Kimble and Garnezy (1963: 133) in Brown (2000: 7) define learning as a product. As they state that learning is the permanent change of behavioural tendency and the result of reinforced practice. Based on the definitions above, Brown classifies learning into some components as follow:

- 1) Learning is acquisition or “getting”.
- 2) Learning is retention of information or skill.
- 3) Retention implies storage systems, memory, and cognitive organization.
- 4) Learning involves active, conscious focus on and acting upon events outside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) Learning is change in behaviour.

Learning, in the Act of the Republic of Indonesia on National Education System, means the process of interaction between learners and educators and learning resources in a particular learning environment (Act Number 20, Year 2003 on National Education System, Chapter I, Article 1, Section 20).

In line with Kimble and Garnezy, Burns (1995: 99) conceives learning as a product. Burns says that learning is a relatively permanent change in behaviour with behaviours including both observable activity and internal processes such as thinking, attitudes, and emotions. Burns considers that learning might not manifest itself in observable behaviour until some times after the educational program has taken place.

The traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). Laird quotes the research that found that the vast majority of knowledge held by adults 75% is learned through seeing.

Hearing is about 13% and the other senses such as touch, smell, and taste account for 12% of what we know.

UNESCO report on Education for 21st century proposes four pillars of education (UNESCO report for Education for the 21st Century. 1997:18-19). Those four pillars cannot be defined separately; they form an integrated whole, complementing and strengthening each other. Education is, after all, a total experience. Those four pillars are as follows:

- 1) *Learning to know* refers to the basic knowledge that we need to be able to understand our environment and to live in dignity.
- 2) *Learning to do* refers to the acquisition of practical skills, but also to an aptitude for teamwork and initiative, and a readiness to take risks. As such, this pillar is about the competence of putting what we have learned into practice so as to act creatively on our environment
- 3) *Learning to live together* refers to developing an understanding of others through dialogue—leading to empathy, respect, and appreciation.
- 4) *Learning to be* deals with the broadening of care for each aspect of the personality. It deals with giving us the freedom of thought, feeling, and imagination that we need to act more independently, with more insight, more critically, and more responsibly.

From the definitions given above, it can be seen that there are some aspects that have been proposed to define what learning is. Learning can be viewed as a change process and the product of a change process itself. Therefore, it can be concluded that learning is a process which brings about the relatively permanent change in individual's behaviour as a result of experiences, repetitions of the experiences, and the interaction between individual and his/her environment. It implies that learning is a process and a product of the process itself.

b. Learning Styles

Kolb (1984) proposed a four-stage learning process with a model that is often referred to in describing experiential learning (McGill & Beaty 1995). According to Kolb people learn in four ways as follows:

- 1) Through concrete experience; putting it into practice
- 2) Through observation and reflection; objectively analyze the outcome
- 3) Through abstract conceptualization; reviewing your conceptual understanding
- 4) Through active experimentation; experimenting to find solutions

The process may begin at any of the stages and is continuous; there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes.

Honey and Munford (1986) in McGill & Beaty (1995: 177), building on Kolb's work, identified four learning styles as follows:

- 1) Activist; who enjoys the experience itself.
- 2) Reflector; who spends a great deal of time and effort reflecting.
- 3) Theorist; who is good at making connections and abstracting ideas from experience.
- 4) Pragmatist; who enjoys the planning stage.

There are strengths and weaknesses in each of styles. Therefore, it is important for the teacher to know their students' learning styles in order to help them in teaching and learning process.

2. The Elements of The Learning Process

a. Student/Learner

1. Student Definition

A student is a focus of the teaching and learning process. Students of senior high school are students who are at the age of puberty. Brown (2001: 92) states, that the teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Students come from different backgrounds of study, interest, motivation, and preference in how to learn English. That is why the correct choice of technique is very important in teaching them.

2. The Students' Characteristic

Students will learn best by using the correct techniques and have the opportunity to use the language frequently. Thompson and Robin (1982), in Brown (2001), state that students will learn language successfully if they have 14 characteristics of how to learn the language. The characteristics of a good language learner are as follows:

- a. Find their own way, taking charge of their learning.
- b. Organize information about language.
- c. Are creative, developing a “feel” for the language by experimenting with its grammar and words.
- d. Make their own opportunities for practice in using a language inside and outside the classroom.
- e. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every words.
- f. Use mnemonics and other memory strategies to recall what has been learned.
- g. Make errors work for them and not against them.
- h. Use linguistic knowledge, including knowledge of their first language in learning a second language.
- i. Use contextual cues to help them in comprehension.
- j. Learn to make intelligent guesses.
- k. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”.
- l. Learn certain tricks that help to keep conversations going.
- m. Learn certain production strategies to fill in gaps in their own competence.
- n. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

In brief, the method that is used in teaching and learning process must be suitable for the goal of the teaching and learning process and the material that is taught to make the teaching and learning more successful.

3. The Learner's Role

Breen and Candlin in Richards (1985: 22-23) explain about the learner's role in a communicative method as follows:

“The role of learner as negotiator-the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learners is that he should contribute as much as he gains, and thereby learn in an independent way”.

Johnson and Paulston in Richards (1985: 23) state about the learner's role in an individualized approach to language learning as follows:

- a. the learner is the planner of his own learning program and thus ultimately assumes responsibility for what he or she does in the class room;
- b. the learner is the monitor and evaluator of his/her own progress;
- c. the learner is a member of a group and learns by interacting with others;
- d. the learner is a tutor of other learners;
- e. the learner learns from the teacher, from other students, and from other teaching sources.

4. Learner Self-investment

Brown (2001: 60) proposed some principles of language *learning and teaching*. The fifth principle of cognitive principles in language learning and teaching is *Strategic Investment*. These principle states that:

Successful mastery of the second language will be due to a large extent to a learner's own personal “investment” of time, effort, and attention to the second

language in the form of an individualized battery of strategies for comprehending and producing the language (Brown. 2001: 60).

Tomlinson (1998: 11) stated that materials should require and facilitate learner self-investment. It would seem that learners profit most if they invest interest, effort, and attention in the learning activity. It is possible and extremely useful for textbooks to facilitate learner self-investment.

Tomlinson suggests one of the most profitable ways of doing this is to get learners interested in a written or spoken text, to get them to respond to it globally and effectively and then to help them to analyze a particular linguistic features of it in order to make discoveries for themselves (Tomlinson, 1998: 11).

In conclusion, the success of the English teaching and learning process will be due to a large extent to a learner's own personal investment of time, effort, and attention to the target language. It implies that the English teaching and learning process will be more meaningful when the students can find the concept of their learning by themselves and have their own investment of time, effort, and attention in their learning before coming to the class.

b. Teacher's Roles in the Teaching and Learning Process

Some of the instructional systems depend on the teacher as the source of knowledge; others see the teacher as the catalyst, consultant, diagnostician, guide, and model for learning. In the classical audio-lingual method, the teacher is regarded as the source of language and learning. The teacher is similar to a conductor of the orchestra, whose prime goal is to keep the players in tune and time, and without whom no music could be performed (Richards, 1985: 23-24).

The teachers should be able to lead students to learn totally (developing their cognitive, affective, and psychomotor), optimize the teaching - learning process, investigate the student potentials and personality, and motivate students for their future life (Samana, 1994; 29).

Usman (1994: 7-10) states the teachers' roles in teaching are as the demonstrators, learning managers, evaluators, and facilitators. As demonstrators, the teachers should master the content of the materials to be taught to their students, and always improve their skill related to their specific knowledge. As learning managers, the teachers should be able to manage the classroom because the classroom is the learning environment and the aspect of school environment to be organized. As facilitators, the teachers should have enough knowledge about educational media because sometimes they have to use and create the

media to support the teaching and learning process. It is because educational media are the instruments of communication to make the teaching and learning process more effective. So, they will help the students to understand the materials easily. As evaluators, the teachers should be able to evaluate the process and the result of the teaching and learning process. It is because evaluation will inform them about the students' progress and the students' learning development.

Breen and Candlin in Richards (1985: 24) propose about the teacher's role in a communicative method as follows:

“The teacher has two main roles: the first role is to facilitate communication process between all participants in the classroom, and between these participants and the various activities and text. The second role is to act as an independent participant within the learning and teaching group. The later role is closely related to the objectives of the first role and arises from it. This role implies a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities... A third role for the teacher is that if researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities”.

Rebecca Oxford et al. (1998) pointed out that teacher roles are often described in the form of metaphor: teacher as a manufacturer, teacher as a doctor, teacher as a judge, teacher as a gardener, and others. Brown (2001: 167-168) proposed another set of metaphor to describe a spectrum of possibilities of teacher roles. Those roles are as a controller, a director, a manager, a facilitator, and a resource.

1. Teacher as a Controller

The teacher as a controller is always in charge of every moment in the classroom. A controller determines what the students do, when they should speak, and what language forms they should use. A teacher must maintain some control simply to organize the class hour.

2. Teacher as a Director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. As the students engage in either rehearsed or spontaneous language performance, it is teacher's job to keep the process flowing smoothly and efficiently.

3. Teacher as a Manager

The teacher as a manager is one who plans lessons, modules, and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

4. Teacher as a Facilitator

As a facilitator, the teacher is facilitating the process of learning, of making learning is easier for the students; helping them to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires that the teacher steps

away from the managerial or directive role and allow the students, with the guidance and gentle prodding, to find their own pathways to success.

5. Teacher as a Resource

The implication of the resource role is that the student takes the initiative to come to the teacher. The teachers are available for advice and consultation when the student seeks it.

In brief, the role that the teacher takes on is dependent on what the teacher wishes the students to achieve. The teachers need to be able to switch between the various roles and judging when it is appropriate to use one or the others. The teachers need also to be aware of how they carry out that role and how they perform.

3. The English Learning in Senior High School

Language has significant roles on the intellectual, social, and emotional development of students. Language also supports the success of the students to learn all knowledge and subject. Through language, it is hoped that the students will be able to recognize themselves, their culture, and others' culture. Moreover language teaching will help students to express their thought and feeling, to be accepted in the society (*Depdiknas, 2006: 277*). In order to prepare the students to be accepted in the international society, the government has the regulation of making English as a compulsory subject in secondary schools.

English is a spoken and written means of communication in global word. To have communicative competence, students need to be able to comprehend and produce spoken and written text which are then realized in the four language skills, these are listening, speaking, reading, and writing. Therefore, the emphasis of English teaching and learning is to develop students' four language skills in order they will be able to communicate in a certain literacy level.

The literacy of language consists of four levels. Those are performative, functional, informational, and epistemic. In the *performative* level, someone is able to read, to write, to listen, and to speak through symbol that is used. In the *functional* level, someone is able to use language to fulfill his/her daily needs such as reading newspaper or manual. In the *informational* level, someone is able to access knowledge through his/her language skill. While in the *epistemic* level, someone is able to express knowledge to target language. (Depdiknas, 2006: 277).

The English teaching and learning process in junior high school aims to make the students to reach the *functional* level to communicate in oral and written form to solve their daily problems, while the English teaching and learning process in senior high school is supposed to attain the *informational* level because the senior high school students are prepared to continue their study to the university. The *Epistemic* level is

recognized too high for the senior high school students since English in Indonesia functions as a foreign language.

Further, the goals of the English teaching and learning process in senior high schools as stated in *Kurikulum Tingkat Satuan Pendidikan* (Depdiknas, 2006: 278) are:

- 1) To develop communicative competence both in oral and written form to attain the functional literacy level
- 2) To have awareness of the essence and the significance of English to increase nations' competitiveness in the global world
- 3) To develop an understanding of the students in the relation to languages and cultures

4. Autonomous learning

a. Autonomy

Dam (1990, cited in Gathercole, 1990: 16) defines autonomy in terms of the learner's willingness and capacity to control or oversee her own learning. In line with Dam (1990), Holec (1981: 3) cited in Benson & Voller (1997: 1) describes autonomy as the ability to take charge of one's learning. On a general note, the term autonomy has come to be used in at least five ways (Benson & Voller (1997: 2) :

1. for *situations* in which learners study entirely on their own;
2. for a set of *skills* which can be learned and applied in self-directed learning;
3. for an inborn *capacity* which is suppressed by institutional education;
4. for the *exercise of learners' responsibility* for their own learning;

5. for the right of learners to determine the direction of their own learning.

There are some synonyms of autonomy proposed by experts, such as 'independence' (Sheerin: 1991), 'language awareness' (Lier: 1996; James & Garrett, 1991), 'self-direction' (Candy" 1991), 'andragogy' (Knowles, 1980; 1983a), etc.

In conclusion, based on the definitions enlisted above, autonomy can be described as the learners' willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning. There are some other names of autonomy such as independence, language awareness, self-direction, and andragogy.

b. Autonomous learner

Roberts (2001) defines the term autonomous as the self-governing, acting independently or having the freedom to do so. *Auto* is Greek for self and *hetero* is Greek for other. The opposites of autonomous are heteronomous (subject to another's law or rule) and dependent.

"The word *autonomous* comes from the Greek word *eaautos* which means *self*. It is therefore understood that autonomous learning is related to self directed studies and the learning process. I believe that a good *autonomous learner* must have very good planning skills in order to plan times for reading and research. I also believe that he/she should be able to prioritise and be committed to the learning process. Autonomous learning also allows the learner to direct his reading and

research towards subjects that he/she feels need improvement.
(George Aloumpis, October 2005)"

According to Rathbone (1971: 100 and 104) cited in Candy (1991: 271), the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world.

While Rousseau ([1762] 1911) cited in Candy (1991: 102) regards the autonomous learner as someone who is obedient to a law that he prescribes to himself. Within the context of education, Omaggio (1978) in Wenden (1998: 41-42) proposes seven main characteristics of autonomous learners:

- a. Autonomous *learners* have insights into their learning styles and strategies;
- b. take an active approach to the learning task at hand;
- c. are willing to take risks, i.e., to communicate in the target language at all costs;
- d. are good guessers;
- e. attend to form as well as to content, that is, place importance on accuracy as well as appropriacy;
- f. develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- g. have a tolerant and outgoing approach to the target language.

Merriam (2001) has pointed out five essential assumptions of the learner in andragogy as someone who has (1) an independent self-concept, (2) has life experience as the resource of learning, (3) has

needs and goals, (4) is interested in immediate application of knowledge, and (5) is motivated to learn by internal factors.

Based on the definitions mentioned above, it can be defined what the autonomous learning means. As autonomy is defined as the learner's willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning, the autonomous learner can be defined as someone who has willingness, capacity, and ability to take charge of, take responsibility for, or control over his/her own learning. Therefore, it can be concluded that autonomous learning is a process where the learners have willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning.

5. Techniques for Empowering Students' Autonomy in Learning Process

a. Self-discovery

Tomlinson (1998: ix) defines discovery activity as an activity which involves learners in investigating energy and attention in order to discover something about the language for themselves.

Rutherford and Shardwood-Smith (1988) as cited in Tomlinson (1998: 11) assert that the roles of classroom and of teaching materials is to aid the learner to make efficient use of the resources in order to facilitate *self-discovery*.

According to Tomlinson (1998: 11) good materials should require and facilitate learner self-investment. Materials can help the students to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in *learner-centred discovery activities*.

In conclusion, engaging students in learner-centred discovery (self-discovery) activities can improve the learners' self-investment. This statement is in line with Tomlinson (1998: 11). As he states that by providing students with choices of focus and activity, giving them topic control, and giving them responsibility for making decisions about which materials to use and how to use them, are working with great success in an Indonesian high school, in which each group in large class was given responsibility for one reading lesson per semester.

b. Jigsaw

According to Aronson (1978), jigsaw is an activity in which the teacher divides the academic content to be learnt into parts and delegated individual parts to each group member. This technique gives a chance for the students to focus on specific information from the students to discuss and share the knowledge or information from the material that they have learnt with their peer group. Just as in a jigsaw

puzzle, each piece - each student's part is essential for the completion and full understanding of the final product.

Aronson (2008) suggests that jigsaw strategy is a cooperative learning technique appropriate for students between 3rd and 12th grade. It is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. The strategy involves breaking the classroom into small groups of four to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates.

The procedures of applying the jigsaw classroom are as follows:

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the

White House as First Lady, and (5) Her life and work after Franklin's death.

4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

In line with Aronson, Wikipedia, the free encyclopedia states that jigsaw is a teaching technique used in small group instruction. Students of a normal-sized class (26-33 students) are broken into competency groups. Each group is given a list of subtopics to research, with individual members of the group breaking off to work with the "experts" of other groups, then returning to their starting body in the role of instructor for their subcategory.

According to Wikipedia, the free encyclopedia, the jigsaw classroom has several advantages, such as:

1. Teacher is not the sole provider of knowledge
2. Efficient way to learn
3. Students take ownership in the work and achievement
4. Students are held accountable among their peers
5. Learning revolves around interaction with peers
6. Students are active participants in the learning process
7. Builds interpersonal and interactive skills

In brief, just as each piece in a jigsaw puzzle, each student in jigsaw strategy is essential for the completion and full understanding of the final product. Each student is responsible for a specific piece of knowledge that will be discussed with other classmates.

In conclusion, the autonomous activity is all activities that facilitate the students to have willingness, capacity, and ability to take charge of,

take responsibility for, or control over their own learning. The autonomous activities facilitate the students to find the concept of their learning through the self-discovery activity and jigsaw will give each student responsibilities for a specific piece of knowledge that will be explained to other classmates. In addition, the final product of these activities is the autonomous learners.

B. Conceptual Framework

As explained in the background of the research, there are many problems occurring in teaching and learning activities. One of those problems is that there is teacher-centred and LKS-based activity. In order to enhance the success of learning process, some efforts to overcome these problems should be done. One of them is by improving the students' language skills through the autonomous learning.

In the English teaching and learning process, there are four skills that are needed to complete the communication. When we learn a language, it usually learns to *listen* first, then to *speak*, then to *read*, and finally to *write*. These are called the four "*language skills*". The four basic language skills have different indicators that are used to measure the students' mastery of each skill.

The students' listening skill is measured in terms of the students' ability to discriminate between sounds, understand vocabulary and

grammatical structures, interpret stress, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. However, the students' speaking skill is measured in terms of the ability to carry out a conversation in the target language.

The indicator of mastering the reading skill concerns the ability to recognize words, phrases, and sentences in order to gain and obtain the meaning in comprehending the written text. In writing skill, there is some indicators should be considered such as the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These indicators are important to master in order to be able to produce a good writing.

The success of the English teaching and learning activity is measured in the term of the mastery of its four basic skills on listening, speaking, reading, and writing, which can be seen on the mastery of vocabulary, pronunciation, grammar, spelling, punctuation, etc. Those four skills may be treated separating to each other. However, sometimes these skills is also treated along with the other skills, e.g. reading skill is treated as one of two or more interrelated skills, such as listening, speaking, and writing skills.

In order to enhance the success of English learning, the efforts to improve the students' language skills are necessary to be done. One of them is using the autonomous learning through self-discovery and jigsaw activities to improve the students' language skills. Self-discovery activities facilitate the

students to achieve their self-investment in the English learning activity, while jigsaw involve and force the students to develop their language skills including listening, speaking, reading, and writing skills. Just as each piece in a jigsaw puzzle, each student in jigsaw strategy is essential for the completion and full understanding of the final product. Each student is responsible for a specific piece of knowledge that will be discussed with other classmates.

There is a common belief that students will have good learning achievements when they have good investments in their learning. Improving the students' self-investment will affect the improvement of learning achievement on the language skills that can be seen in the improvement of vocabulary, grammar, and pronunciation mastery which are integrated in the four basic skills such as listening, speaking, reading, and writing. Therefore, the improvement of students' self-investment is necessary to be done before improving the students' language skills through the autonomous learning in order to enhance the success of English learning and to solve the problems of teacher-centred and LKS-based activity and make students the autonomous learners.

The improvement of students' language skills appears during the English learning process. The students achieve their self-investment along with the improvement of their language skills. In this research, the four basic skills are treated together; one activity covers the four basic skills. At the first, the students involve in self-discovery activity, which facilitate them to achieve

their self-investment. They are asked to find the materials from any resources related to the certain topic. After they find the material related to their topic, they have to read, learn, and master about their topic for they are responsible to explain it to other classmates. Then they have to speak explaining about the topic and listen to others' explanation, and at the end of the activity, they have to do the assignments in written form as the reflection of this activity.

In order to improve the X grade students' language skills in English learning process of RSBI SMA N 7 Purworejo, the researcher and English teacher will do some collaborative work. The research begins with identifying the problems in the English teaching and learning process. The next step is planning the feasible actions to be carried out, implementing the planned actions, and the last evaluating the result of the implemented actions. The researcher would stop such a research when the actions are already carried out, with the expectation that they can be carried out continuously.

CHAPTER III

RESEARCH METHODS

A. Type of the Research

This research is categorized as action research. Since it relies on the process, the teachers as researchers investigate the teaching and learning process in order to improve their own teaching quality and their students' learning. This research was intended to improve the students' language skills in English learning activity.

Based on the conceptual framework elaborated in the last chapter, this research was done in the form of collaborative action research. In conducting this research, the researcher and English teacher of the tenth grade students worked together to improve the students' language skills and made the students to be more autonomous learners.

In this research, the English teacher functions as the controller and the facilitator of English learning activity, and the researcher functions as the teacher's collaborator and the observer of the implementation of the action. In this case, the teacher did not perform as the main resource since the students were asked to find and learn the materials by themselves. The teacher controlled all the English teaching and learning activities. However, the activity was focused on the learner not on the teacher anymore.

B. Research Setting

The research was conducted at SMA 7 Purworejo. The education process in Purworejo has been progressing well. There are some schools which meet the standard determined by the government to conduct RSBI Program or designated schools of international standard, and one of them is SMA N 7 Purworejo.

SMA 7 Purworejo was located on the South of Purworejo Town Square or two kilometers from Pendopo. It was at Mangunsarkoro Street No. 1. It was about 46.457m² wide. The building used to be the building of Dutch Colonial Government. It was built in the year of 1915. The construction of the building was especially designed in order to last for 150 years.

SMA 7 Purworejo was divided into three major study programs: Science Program, Social Program, and Language Program. SMA 7 Purworejo had 27 classes and many kinds of room, which were conducive in conducting the ideal teaching-learning process. It was completed with many facilities used by the teachers and the students in order to improve the quality of the teaching and learning process, such as:

1. The digital library which provided many kinds of books and ICT facility.

SMA N 7 Purworejo's library once won the 2nd winner in the library competition in Java-Bali. The library was also completed with the comfortable reading room so the students were excited to visit.

2. Chemistry, Physics, and Biology Laboratories which enabled the students of science program to do some experiments.
3. Language Laboratory that was used to develop the students' knowledge connected with the materials in Language Program.
4. Social Laboratory is used to develop the students' knowledge connected with the materials in Social Program.

C. Subjects of the Research

As mentioned before, this research is aimed to improve the X grade students' language skills in English learning activity at SMA 7 Purworejo. Therefore, the population of this research was SMA 7 Purworejo students and the sample of this research was the X grade students of SMA 7 Purworejo.

This research involved the researcher, the English teacher, and the tenth grade students of SMA 7 Purworejo. Since there were nine classes at the tenth grade, the researcher chose the students of X.1 class as the subject of the research, where the action was implemented.

The X.1 grade students belong to the RSBI classes at SMA 7 Purworejo. The students in this class were the qualified students for they had been selected before entering this school. However, the students' mastery of the language skills was low. They were dependent students who always received the learning material and explanation from the teacher. They were shy to speak and ask the teacher, or come in front to write something in

English. Therefore, the researcher chose the students of X.1 class as the subjects of the research in order to improve their language skills.

D. Instruments of the Research

The instruments that were used to collect data were test, interview, and observation sheets. The test was used to reveal the students' language skills. The interview was used to reflect and review the actions that have been implemented. The questionnaire is used to obtain both the teacher's and the students' opinions about the actions. Meanwhile, the observation was used to describe the learning activity during the implementation of the action. The description included the students' behaviour, the implementation of the action, and the teacher's behaviour in English learning activity.

E. Data and Data Collection

1. Data

This research involved the students in the X.1 grade of SMA N 7 Purworejo and the English teacher as the data resources. The research members were the English teachers and the students. The data were collected by observing the implementation of the action and interviewing the research's participants.

2. Data Collection

The data collected were qualitative in nature including the four language skills; listening, speaking, reading, and writing. They were

obtained by interviewing the X.1 grade students, doing observation in the English learning process, and holding discussion with the English teacher. The data of this research were in the forms of field notes and interview transcripts.

F. Data Analyses

The data analyses were done after all the data were compiled from the interviews, notes, observations, documents, etc. The collected data were identified, investigated, and analyzed to decide whether the actions or implementation are successful or not.

The validities of the research are democratic validity, process validity, and dialogic validity.

1. Democratic Validity

In this research democratic validity was shown in every step of the research. From the beginning, the researcher and the English teacher worked together in determining the manageable problems and discussing the actions that were implemented. Each participant of the research had the opportunity to give their personal opinions, ideas, and comments about the implication of the research.

2. Process Validity

The process validity means that the actions done in the research can be reliable. In the research, the process validity was done through two

cycles. Each process consists of planning, actions/implementation, evaluation, and reflection steps. The process involved some different data resources and it was followed by some evidence, such as field notes and interview transcripts to show that the process was really conducted.

3. Dialogic validity

Dialogic validity means that the participants can participate in the research process. This research involved the English teacher as the collaborator, and the students of Class X.1 as the subjects of the research, and the researcher. All the participants were able to take part during the research process.

To avoid the subjectivity, the researcher used triangulation. Burns (1999: 164) proposes four forms of triangulation. They are time, space, investigator, and theoretical triangulation. This research has time triangulation because the data of the research were collected over a period of time in order to identify the factors that were involved in the implementation of the action. Then to get the investigator triangulation, the researcher asked the English teacher as the collaborator to help her in the reflection steps so that it could avoid the biased interpretation. The reliability of the data was gained by giving the genuine data, such as the field notes, interview transcripts, the students' and the teacher's responses on the questionnaire, and the students' reflection.

G. Procedure of the Research

The procedure of this study can be seen as follows:

1. Determining the Thematic Concern on the Reconnaissance

This research began with the reconnaissance step to determine the components which were the object of the action in this research. The component that was chosen in this research is the students' language skills.

This research involved a discussion with the members of the research to analyze the problems related to the students' language skills in English learning activity and make an agreement related to the components to be improved and how the improvement can be carried out.

2. Planning

This research was intended to improve the students' language skills through the autonomous learning activities. The planned actions of the research are:

- a. Improving the learners' self-investments affects the learning achievement, which can be seen in their aspects of language such as vocabulary, grammar, pronunciation, etc, which are integrated in their four basic skills such as listening, speaking, reading and writing, through self-discovery activities. The activity was done by giving the students different topics in which they were responsible for finding, elaborating, mastering, and explaining it to other classmates.

- b. After the students were involved in self-discovery activity in order to improve their self-investment, the students were brought to the jigsaw activity. The students were grouped into five to six students based on the topic they had. In their own groups, the students had to share and discuss their own topic in order to get the same concept and perception about the topic. If there were any difficulties, the students consulted their teacher. After everything was clear in their group, all members of the group were sent to the other groups as a representative to explain about their material.

3. Action

This research was conducted in several cycles and each cycle was conducted several times so as to achieve the objectives of the research. Based on the observation, field notes, and interviews with all the members involved in the research, the implemented actions were discussed by extending and analyzing the result of the actions. The result of the actions was evaluated to decide the next actions.

4. Reflection

Reflecting is the phase after acting and observing. This is the time to reflect or review everything that has been done in the implementation of the action. It evaluates what aspects of the action are successful, or what aspects are not.

All of the research members were involved in the discussion. Each member contributed perceptions, suggestions, and ideas that were important for the next actions. The unsuccessful actions were changed into ones that were more suitable but those which were successful were applied again in the next actions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Implementation of the Cycles

The research on improving the tenth grade students' language skills through the autonomous learning using self-discovery and jigsaw activities was conducted in two cycles that can be summarized as follows.

1. Reconnaissance

a. Identifying the Problems

Before conducting the research, the researcher had conducted several observations and discussions with the English teacher. The situation of the observation can be seen in the following vignette:

**The English teaching-learning activity conducted at the X.1 class
on Monday, September 26th, 2009.**

The researcher came to the class along with the English teacher at 7 o'clock. At the beginning of the lesson, the teacher opened the lesson by greeting the students and asked about their condition. After that, the teacher explained the material clearly both in English and Indonesian. At the middle of her explanation, she always asked whether it was clear or not and gave an opportunity to the students to ask a question. However, until the end of the lesson none of the students asked her a question.

As the practice, the teacher asked the students to do the exercise on their LKS book. All of students were busy on doing their exercise. When the students finished doing their assignment, the teacher asked them to check the answer and wrote it on the board. There were no volunteers, who wanted to come in front and write

their answers on the board, until the teacher asked some of them one by one.

At the end of the lesson, the teacher closed the lesson by summarizing the materials that had been learned and giving them assignment as homework.

Based on the observation and discussion conducted before the research, there were some problems that occurred in English teaching and learning activity. Those problems are outlined below:

- 1) The teaching-learning activities were teacher centered.
- 2) The teaching and learning activities were LKS-based activities
- 3) The students were passive since they had no investment on the materials that were discussed
- 4) The students' mastery of the four language skills was low

b. Selecting the problems

Based on the observation and discussion, the researcher along with the English teacher concluded that the main problem in carrying out the English teaching and learning activities was that there were teacher-centred, LKS-based activities, and the students' low mastery of language skills. Therefore, those three problems were selected to be solved in order to improve the students' language skills.

2. Report of Cycle 1

a. Planning

Based on the problems above, the first cycle of the research was aimed to improve the learners' self-investments and their language skills. Since these two aspects were related to each other, the first cycle of the research was done to improve these two aspects.

The improvement of learners' self-investment would affect their learning achievements on language skills. It can be seen in the improvement of their mastery of language's aspects such as the mastery of vocabulary, grammar, pronunciation, etc, which are integrated in their four basic skills: listening, speaking, reading and writing. Therefore, the improvement of learners' self-investment should be done in order to improve the learners' language skills.

b. Action

The first cycle of the research was conducted on October 5th and 7th, 2009. This cycle was divided into two stages. At the first stage, the students were asked to do self-discovery activity in order to improve their self-investment. The next stage, the students worked in groups in order to improve their language skills.

Since it was the last week before the mid-term examination, the topic for the first cycle was the review materials on tenses and

pronoun. In this cycle, the students were divided into five groups. There were 32 students in the class, so there would be three groups of six students and two groups of seven students.

1) The first day of Cycle 1

a. Self-discovery Activity

At the beginning of the lesson, the teacher greeted the students and introduced the materials they were going to discuss, the teacher asked them to make groups of five. Since there were 32 students and it must be taking a long time to make a group, the teacher asked one student to count starting from one, continued by others to five and repeated until the last student. Finally, we got two groups of seven and three groups of six students in the class. It can be seen on the field note bellow.

.....
The teacher and I came to the class of X.1 at 11.00. The students were still talking with their friends. Being aware of the presence of the teacher and me, the students suddenly stopped and said “Ssstt, ono gurune,” I just smiled hearing what they had said.

At the beginning of the lesson, the teacher greeted them with “Good morning” and “How are you?” They responded enthusiastically. The teacher explained the materials they were going to discuss. “Ok. Class to prepare our mid examination, today we are going to review some materials we had learnt before. The topics are Simple Present Tense, Simple Past Tense, Present Continuous, Past Continuous, and also Pronoun. Do you still remember about those topics? What are the differences and when we can use it?” the teacher asked the students, “Yes, we do.” The students replied. “That’s good. Ok. Then, how many students are here?” the students replied

“thirty two miss.” The teacher smiled responding the students, “Ok. Now please all of you make 5 groups.” They students began to make a noisy, they shouted to make a group with their close friends. To handle this condition the teacher asked the girl in left corner in front to say one and continue by other until five, and repeated starting from one to five again. “Please, mba’ says one”, A said “one”, T said “next please”, B who sit after A replied “two”, etc. It continued until the last students.

.....
(Field Note 2, Appendix B)

The next step, the teacher asked the students to find their own group and take a seat. The students seemed happy and enthusiastically found their own groups. Some of them shouted calling their friend, some of them ran to their groups, and others found a place and booked it for their groups. After they gathered with their group, the teacher asked them to choose one of them as the leader and asked them to come in front took the topic.

There were five topics to be discussed. The topics were simple present tense, simple past tense, present continuous tense, past continuous tense, and pronoun. Each group got one topic to be learned and mastered. The teacher asked all of the students to learn the topic according to the groups they belonged to and they had to master it well. When they had any difficulties, the teacher allowed them to come in front and asked to her.

.....

The teacher asked them to find and gather with their own group. The students shouted and ran to find their group. To control and manage the class, teacher said “OK. Now each group please choose one of you as a leader, in two minutes come in front to take the topic.” All the leaders ran to take the topic and then back to their group.” T said, “Have you the topic?” S replied “Yes, ma’am.” Teacher smiled, “Good. OK. In ten minutes, please find and learn the topic carefully. Everybody has to master the topic well and you are responsible to explain your material to other group. Remember just learn your topic. *Pelajari bagiannya sesuai dengan kelompoknya masing-masing*. If there is any question please come in front and ask me.”

.....

(Field Note 2, Appendix B)

In ten minutes, the students were busy in their groups. The students learned the topic given to them from any resources they had. They read many resources such as notes, LKS, or the course book. Since it was the review materials and all of the students have learned it before, there was no difficulty for the students to learn it. However, when they found some difficulties the leader came in front and asked teacher for the explanation.

b. Jigsaw Activity

After ten minutes, the leader was asked to explain the material to other members of the group. Some leaders seemed to be confused about what they had to do. It can be seen as the following:

.....

After ten minutes left, the teacher attracted the students' attention to her, "OK. Now, all the leaders please explain your topic to your friends in your own groups!" Some leaders seemed to be confused about what they have to do.

One of the leaders asked, "Miss jelasinnya di sini?" T replied "Iya di situ saja. Jelaskan topik yang sudah kalian pelajari ke anggota kelompoknya masing-masing" She added "Ok. The leaders stand up, please! Menjelaskan sambil berdiri. 10 menit dari sekarang, silakan diskusi and share your knowledge to others to get the same and clear perception about your topic. All of the students are responsible to explain their topic to other groups."

.....

(Field Note 2, Appendix B)

All leaders of the groups tried their best to give clear explanation to their groups. The teacher asked them to speak English. However, they were allowed to use Indonesian to make it clear. The students explained the material enthusiastically; they shared what they knew to their friends. In discussion on their groups, the students learned and tried to master the material. They tried to find the answers for the possible questions, which might be asked by their friends.

In the discussion, all members of the group are involved. The leaders tried to speak English and other members listened well to know what the leader meant. All members learned how to speak English and explained the material from their leaders. Sometime, they laughed when some of them pronounced incorrect words.

After ten minutes, in two minutes the teacher asked the leaders of group to divide his group into four and send them to the four other groups as the representatives to give explanation about their topic, started from the Simple Present Tense group. The representatives from Simple Present Tense group came into the four other groups and were given ten minutes to give all explanations about Simple Present Tense.

All the representatives did their job well. They tried to give the clear explanation about their topic. When they realized that they made a mistake, immediately they corrected it. The other groups, which are visited, also paid attention to their guest and listened to her/him carefully. When they found difficulties, they asked the representative directly without feeling shy. When the representatives were asked difficult questions and they could not answer the questions by themselves, they called the other members of their group to help them. Those could be seen as the following:

.....
D₃ explained “Past Continuous Tense expresses the activities which *was* happening at particular time in the past.” She thought for a while then corrected her sentence “Eh... sorry, the activities which *were* happening at particular time in the past. The pattern is S + was/were + V_{ing}. For example, I was sleeping when you called me last night. They were doing their homework at 8 pm.” B2 asked “When did we use was and were?” D3 replied “In the past.” “Lha iyo in the past tapi

bedane opo? What is the difference?” B1 asked. “ Hehe...wait a minute” D3 called his friend to help her....

.....
(Field Note 2, Appendix B)

After ten minutes, the teacher attracted the students' attention to the whole class. This kind of activity was done continuously until all the groups performed. All the groups did their job well. The students looked so happy and enthusiastically did this activity. The representatives tried to give clear explanation about their topics and perform their skills to others. The others listened carefully and paid attention to the representatives' explanation. When they found difficulties, they asked their representatives without feeling shy.

The representative patiently answered all the questions, even though the questions were only to test them. However, sometimes the representatives could not answer their friends' question. I suggested them to write the question and ask it to the teacher for it; however, until the end of the class none of them was willing to ask to their teacher.

Because there was limited time, not all the groups could perform in one meeting. This activity was continued in the

next meeting, for there were some groups that did not perform yet.

2) The second day of Cycle 1

The second meeting of this cycle was continuing the activity on the last meeting. The teacher and I came to the class and continued the last activity. We continued the discussion. At the beginning the teacher greeted them and asked which group did not perform yet. There were two groups which did not perform yet. The teacher asked them to take a seat on their group and continue the activity before.

All the groups did their job well including the groups which did not perform at the first meeting. Their representatives were working hard to master the material. It was drawn in *Interview III* that was conducted after the end of English class at the break time.

-
- R : Hai, lagi pada ngapain? Ga ke kantin?
 S₁ : Ga, ni mba' lagi buat tugase pak A.
 R : Gimana tadi pelajarannya?
 S₂ : Asik mba' disuruh bener-bener belajar.
 R : Memangnya biasanya ga belajar ya.
 S₂ : Hehe... mba, boleh tanya nggak?
 R : Boleh, mau tanya apa?
 S₁ : Mau tanya pronoun mba', soalnya aku belum maju...
 R : Emang pronounnya mana yang belum jelas?
 S₁ : He...semua mba'. Tolong jelasin ya mba'!

Translation

- R : Hi, what are doing? Didn't you go to canteen?
 S₁ : No, we don't. We are doing Mr. A's homework.
 R : Oh, how about our lesson today?
 S₂ : It was interesting, we were asked to study.
 R : Didn't you usually study?
 S₂ : Hehe... Mba, May we ask you something?
 R : Sure. What do you want to ask?
 S₁ : It is about pronoun, we don't perform yet...
 R : Ok. Pronoun. Which part is unclear?
 S₁ : He...all of them. Explain to me, please!

.....
(Interview III, Appendix C)

After all groups presented their materials to their friends, the students were asked back to their groups. Each student had to make two questions about their material along with the answers. After they finished with their questions and answers, they were grouped to the new ones. The first student gathered with first students of each group, the second students with second students, etc.

In their new groups, the students had to exchange their questions and did it. After they finished, the students who made the question had to check it and give it a mark. After all questions had been done and marked, the students summed their marks. While the students summed, the teacher made a table consisting of the name of the groups and their members. The teacher asked the students back to their own groups and asked them to write

their marks on the board and sum all the marks. The result of this activity can be seen as the following.

	A		B		C		D		E
A ₁	6	B ₁	7	C ₁	8	D ₁	7	E ₁	8
A ₂	7	B ₂	6	C ₂	8	D ₂	8	E ₂	6
A ₃	6	B ₃	8	C ₃	6	D ₃	6	E ₃	7
A ₄	6	B ₄	7	C ₄	6	D ₄	6	E ₄	7
A ₅	8	B ₅	7	C ₅	7	D ₅	8	E ₅	7
A ₆	6	B ₆	8	C ₆	6	D ₆	8	E ₆	8
	39		43		41		43		43

The students made a crowd in front of the class. They were enthusiastically come in front to write their marks on the board. However, there were also some students who did not want to come to the front. They only asked their friend to write it for her/him. To appreciate what the students had done, the teacher congratulated them and gave them big applause. Those situations can be seen as the following.

.....

The teacher wrote the name of the groups and asked the students to write their mark on the board. T said “Silakan tulis nilai yang kalian dapat ke depan. Disana ada 6 kolom ya untuk masing-masing grup.” B replied “Miss, klo yang kelompoknya 7 gimana?” T said, “Iya, untuk yang anggotanya 7 silakan kurangi 1 nilai, boleh yang paling bagus atau yang paling jelek. There should be 6 points for each group.” After all students wrote their mark and summed all of those mark, there found three groups that got 43 points, one group with 41 points, and one group with 39 points.

To appreciate the students’ works, the teacher said, “OK. There are three groups got 43 points, one group with 41 points, and one group with 39 points. Congratulation and give a big

applause for all of you.” Some students shouted and seemed to be proud of them.

.....
(Field Note 3, Appendix B)

At the end of this cycle, the students were asked to write what they felt after doing this kind of activity. However, it was not easy to ask them to write something in English. They were confused what they had to write.

c. Reflection for Cycle 1

After implementing the action, the researcher and the English teacher did some reflection. The reflection was based on the observation in the teaching and learning activity, the students’ opinion, and the comments from each of us.

From the implementation of action done before, there were some findings found in the first cycle. The research findings could be summarized as the following:

- 1) Learners’ self-investment improved through self-discovery activity.

When the teacher asked the students to learn their own topic, they tried hard to find it from the resources they had. They read some resources such as notes, LKS, or the course book. This result fulfills the requirement of process validity.

.....
 In ten minutes, the students were busy in their groups. The students learned the topic given to them from any resources they had. They read many resources such as notes, LKS, or the course book...

(Field Note 2, Appendix B)

Self-discovery activity worked well to improve the learners' self-investment. The students had the investment on their own learning, since they found the material and the concept of their learning by themselves. It was more meaningful than the one when they only learnt the materials from their teacher. This result can be said to be valid based on the concept of democratic validity.

.....
 R : *Apakah kegiatan semacam ini bisa meningkatkan the learners' self investment?*

T : *Ya, kalau menurut saya pribadi bisa ya mba. Di self-discovery activity tadikan siswa diminta untuk mencari materi berdasarkan topic yang mereka miliki, nah self-investment mereka terlihat ketika mereka diminta untuk share their knowledge about the topic mereka bisa menjelaskan kepada teman-temannya. Ini kan menunjukkan kalau mereka bisa menemukan konsep dari materi sendiri dan punya self-investment, jadi ya kegiatan self-discovery bisa digunakan untuk meningkatkan self-investment siswa.*

Translation

R : Can this kind of activity improve the learners' self-investment?

T : In my opinion, this kind of activity can improve the learners' self-investment. In the Self-discovery activity the students were asked to find the material based on their own topic, their self-investment can be seen when they were asked to share their knowledge about the topic, they could explain it. It shows that they can find

the concept of their material and have the investment on the material they have. Therefore, this kind of activity can improve the learners' self-investment.

.....
(Interview IV, Appendix C)

- 2) The autonomous learning that was conducted through self-discovery and jigsaw activity could be used to improve the learners' language skills.

a. Listening Skill

In term of students' listening ability, the result shows that the listening skill improve significantly since the students can understand the English instruction and explanation that are given by the teacher and their friends in the discussion. This result can be said valid based on the process validity and theoretical triangulation.

.....
 Then, the teacher asked the students to find and gather with their own group. The students shouted and ran to find their group.

.....
(Field Note 2, Appendix B)

.....
 All the representatives did their job well. They tried to give the clear explanation about their topic. The other groups, which are visited, also paid attention to their guest and they listen to her/him carefully. When they found difficulties, they directly asked the representative without felt shy.

.....
(Field Note 2, Appendix B)

Gebhard (2000: 143) defines listening as a skill. Gebhard states that listening is not a passive skill but an active one because it is needed to be receptive to others, which include paying attention to explanations, questions, and opinions.

According to Syaifullah (2009), Wipf (1984) as cited in Vandergrift (2002), listening is an invisible mental process. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

In brief, there are some indicators of the listening skill that should be considered, such as sounds, vocabulary, grammatical structures, stress, intonation, and context. The students' listening skill is measured in terms of the students' ability to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

b. Speaking Skill

Harmer (1991:46) states that speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for so good reasons. Their reasons may be that they want to say something, they have some communication purposes, and they select from their language store.

According to Nunan (1991) as cited in Syaifullah (2009), the success of teaching speaking is measured in terms of the ability to carry out a conversation in the (target) language.

In this research, all of the students were given the opportunity and responsibility to master and give a clear explanation about the topic to their friends. They had to speak English but they were allowed to speak Indonesian to make the explanation clearer.

This activity had facilitated the students to speak English in the class. However, the result of the observation shows that there were only some students who were active and brave to speak English, but others prefer speaking in

Bahasa Indonesia to English. Those results are assumed to be valid based on the concept of process validity.

.....
 All leaders of the groups tried their best to give clear explanation in English to their groups, and sometimes they used Bahasa Indonesia to make the clear explanation.

(Field Note 2, Appendix B)

.....
 One of the leaders asked, “*Miss jelasinnya di sini?*” T replied “Iya di situ saja. Jelaskan topik yang sudah kalian pelajari ke anggota kelompoknya masing-masing” She added “Ok. The leaders stand up please! Menjelaskan sambil berdiri. 10 menit dari sekarang, silakan diskusi and share your knowledge to others to get the same and clear perception about your topic. All of the students are responsible to explain their topic to other groups.”

(Field Note 2, Appendix B)

c. Reading Skill

In term of improving the students’ reading skill, the research was successful. When the students were asked to find the materials by themselves, all of the students read any resources they had. Based on the observation and discussion with the teacher, the students’ reading ability was improved since they could find the information from the material they read.

.....

R : What do you think about the students' reading skill in this activity, Ma'am? Can this activity be used to improve their reading skill?

T : Yeah, I think this activity can improve the students' reading skill. Of course, it doesn't improve immediately in one meeting. But I believe this activity can give a good influence to the students' reading skill. We can see after the students had read some resources they had, they could explain and share to their friends what they knew from their materials. It meant that they could find the information they needed to share with others.

.....

(Interview IV, Appendix C)

.....

R : *Gimana pendapatnya tentang kegiatan hari ini?*

S₅ : *Kegiatan hari ini asyik mba, soalnya kita harus ngajar temen kita.*

R : *Kalo menurut pendapat kamu kegiatan semacam ini bias meningkatkan kemampuan membaca kita tidak? Terus alasannya apa?*

S₅ : *Menurut aku sih bisa mba, soalnya kan kita disuruh baca materi dari berbagai sumber abis itu kita disuruh ngajar temen kita jadi menurut aku si kegiatan tadi bias meningkatkan kemampuan baca kita.*

Translation

R : What do you think about this activity?

S₅ : In my opinion this activity is interesting because we should teach our friends.

R : Do you think this activity can improve your reading skill or not? And why?

S₅ : Yes, I do. I think this activity can improve our reading skill, because we were asked to read the materials and after that we should teach our friend.

.....

(Interview V, Appendix C)

These two pieces of data give the same information that the students' reading ability improves. This conclusion can be said reliable based on the view point of space triangulation.

d. Writing Skill

In terms of improving the students' writing skill, the research was not successful yet. It was difficult to ask the students to write something in English. Some students had difficulties on what they had to write. They were still confused in finding the idea to write in a piece of paper.

The conclusion is assumed to be valid for it fulfills the requirement of process validity and dialogic validity.

.....
At the end of the cycle, the students asked to write a simple paragraph on what they felt after doing this kind of activity. However, it was not easy to ask them to write something in English. They confused what they had to write. The teacher helped them by giving clues that they only had to write what they thought about this activity: they like or dislike and why. S₁ asked "Miss, nulisnya in English atau Bahasa Indonesia?" T answered "Well, you must write it in English. Use the pattern we had studied before!" S₂ said "Nggak usah panjang-panjang ya Miss." T replied "Yeah, you only need to make a simple paragraph. Just write what you feel doing this activity: they like or dislike and why." Before the bell rang on the second meeting of the first cycle, the students had finished their work.
.....

(Field Note 3, Appendix B)

-
- R : *Kalo untuk kemampuan yang lain kaya listening, speaking, sama writing gimana?*
- S₅ : *Bisa buat listening juga mba kan pas temennya presentasi kita suruh dengerin, kalo ga dengerin nti ga bisa ngerjain soal. Speakingnya juga iya, kan semua anak suruh nerangin sama kelompok lain, nah kalo writingnya sih sebenarnya bisa kali mba tapi kalo saya jujur bingung kalo suruh writing 😊*

Translation

- R : How about the other skills? Listening, Speaking, and Writing?
This activity can also be used to improve the listening skill. When our friend presents the material we have to listen her/him, if we don't listen her/him we can't do the exercise. The
- S₅ : speaking skill can also improve, since all the students were asked to explain to other groups. For writing skill, actually it can also improve, but honestly I was confused when I were asked to write.

..... (Interview V, Appendix C)

- 3) The students were motivated to learn better when the teacher was their own friend.

Some students were afraid and lazy asking their teacher and sometimes they felt shy to come in front of the class. However, in the jigsaw activity, when their friends taught them, they were brave to ask their friend directly without feeling shy, whenever they found the difficulties.

The students thought that learning English was fun when their friend was their teacher. It is easier for them to ask their

friend rather than their teacher without feeling shy. It is also more interesting for the students, learning English with their friend rather than listening to the teacher's explanation in front of the class. This conclusion can be said to be valid based on the concept of dialogic validity.

-
- R : *Gimana tadi pelajaran bahasa Inggrisnya?*
 S₆ : *Enak mba. Ga kaya biasanya.*
 R : *Kok ga kaya biasanya?*
 S₆ : *Ya iya, mba. Kalo pelajaran kan biasanya gurunya yang nerangin sekarang yang nerangin temennya sendiri, jadinya lebih enak kalo mau tanya.*
 R : *Kalo kamu gimana dek?*
 S₇ : *Iya mba sama dengan S₆ kalo temannya yang ngajarin itu lebih enak kalo mau tanya jadi ga malu.*

Translation

- R : Hi, how about the English lesson today?
 S₆ : I think the English lesson today is fun. It is different from the usual activity.
 R : Really? Which part does it make different?
 S₇ : Yes, it is different. Because usually, when we had a lesson the teacher always explained the materials but today our friends give the explanation. It was more comfortable when we wanted to ask questions.
 R : How about you, S₇?
 S₆ : I agree with S₆. It was more comfortable when our friend taught us. We didn't feel shy to ask him/her.

..... (Interview VI, Appendix C)

- 4) The students seemed happy and enthusiastically involved in English learning activity since they were given the opportunity and responsibility to their own and their friends' learning.

In this activity, all people were important. All students had the same opportunity and responsibility. All of students had to master the material not only the clever ones.

-
- R : *Suka ga sama pelajaran hari ini?*
 S₇ : *Suka mba.*
 R : *Apanya yang bikin suka?*
 S₇ : *Semuanya mba. Mulai dari bentuk grup, suruh cari sama mempelajari materi, terus diskusi sama kelompoknya terus suruh nerangin ke kelompok laen. Pokoknya seru deh mba. Kita semua anggota kelompoknya harus bener-bener menguasai materi masing-masing. Biasanya kan kalo kerja kelompok yang kerja cuma itu-itu aja yang lain cuma urun jeneng mba.*

Translation

- R : Hi, how about the English lesson today?
 Did you like it?
 S₇ : Yes, I did. I liked it.
 R : Really? Which part did you like?
 S₇ : I liked all the parts. Begin with group forming, finding and learning the materials, then the group discussion, and then explaining to other groups, it was interesting. All of the group members had to master the own materials, usually, if we had work groups there were only certain students who wanted to work while others only gave their name.

(Interview VII, Appendix C)

-
- R : *Gimana suka ga sama pelajaran hari ini?*
 S₈ : *Suka mba?*
 R : *Kenapa kok suka?*
 S₈ : *Ya suka aja mba. Soalnya tadi kan semua siswa di kasih tanggung jawab buat ngajar temennya. Jadi asyik gitu lho mba.*

Translation

- R : Hi, how about the English lesson today? Did you like it?
- S₈ : Yes, I liked it.
- R : Why did you like it?
- S₈ : I liked it because in this activity all the students were given the opportunity to teach their classmates. So I thought it was interesting.

.....
(Interview VIII, Appendix C)

3. Report of Cycle 2

a. Planning

In cycle 1, the researcher used the autonomous learning through self-discovery activity and jigsaw in involving the students in the English learning activity to improve their language skills. The result shows that only a few students who get improvements on their activeness in English learning activity and the language skills such as listening, speaking, reading, and writing skills.

The result of the reflection at the end of cycle 1 provided the basis for planning cycle 2. Since Cycle 1 of the research was not successful yet and the main problem was still the same as the problem in Cycle 1, the researcher still used the autonomous learning through self-discovery and jigsaw activity to improve the students' language skills. However, the topic given in Cycle 2 was different from the previous topic in Cycle 1.

b. Action

The second cycle of the research was conducted on October 21st, 26th, and 28th, 2009. This cycle is divided into two stages. At the first stage, the students were asked to do self-discovery activity in order to improve their self-investment. The next stage, the students worked in groups in order to improve their language skills.

1) The First Day of Cycle 2

On Wednesday, October 21st, 2009, the researcher came to school to meet and have a discussion with the English teacher about the result of cycle 1 and looked for another topic to be implemented in cycle 2. After having a discussion with the English teacher, the researcher and the teacher chose Reported Speech as the next topic.

For it was the class meeting period, which was conducted after mid semester examination and there was no teaching and learning activities at the school, the teacher and researcher came to the class to give the assignment and explained what they had to do. This situation can be seen as the following.

**The English teaching-learning activity conducted at the X.1
class on Wednesday, October 21st, 2009**

The researcher along with the English teacher came to the class at 08.20 am. Since the students had just finished their mid test, there were no teaching and learning activities during that week. All of the class involved in some activities that were conducted by the Students Organization. When the teacher and the researcher came to class, the students were discussing about their class meeting activities. When they realized that their teacher had come some students ran back to their seats. The teacher greeted the students and explained what they had to do.

T : Good morning, class.

S : Good morning, miss.

T : Okay. I have good news for you. There will be no class this week.

S : Ya kan class meeting Miss.

T : Therefore, I have said that there will be no class.

Although we won't have a class during this week, it doesn't mean that you do not study this week. I have an assignment for you. Is it clear?

S : Yes, Ma'am.

T : That's good. Similar with our activity before, you have to work in a group. Who don't have a group yet?

S₁ : The same group as before, Miss?

T : Yes, the same group as before. OK. It means that every student have a group. OK. The topic for next meeting is *Reported Speech*. I will choose the topic for you. Group one; please find the materials about the statement of reported speech. Group two finds about request. Group three is about prohibition. Group four have to find about Yes-no question and group five have to find the question words in reported speech. Every student has to find, learn, and master those materials well and you also must be able to explain it to other students. OK. Is there any questions?

S₂ : Miss, repeat the topic please!

T : All right. *Yang lain tolong perhatikan supaya tidak ada yang tanya lagi.* Group one is about the statement of

reported speech. Group two is about is about request. Group three is about prohibition. Group four is about Yes-no question and group five is about question words. *Masih ada pertanyaan?*

S : *Carinya di mana Miss? Boleh cari di internet tidak miss?*

T : You can find this material from any resources, internet, LKS, books, note, internet, etc. Is there any question?

S : No.

T : Ok. For there is no question, starting from now, all of you have to find any material related to your topics. Every student must be ready in discussion on next meeting. OK. Thank you for your attention and you may continue your activities before. Thank you. See you.

S : See you.

After explaining what the students had to do the teacher and I left the classroom and went back to the office.

Self-discovery Activity

On the first day of cycle 2, the teacher grouped the students into groups of that in the first cycle. Each group was given five different topics about Reported Speech. There were five topics that were given to the students. They were positive and negative statements, positive and negative commands, and yes-no questions and question words.

The first group was responsible to find any materials about positive statement on reported speech from any resources such as internet, LKS, notes, any English books, etc. After finding the materials they had to read, learn and master

the materials well for they had to explain those to other students. The second group was negative statements, the third group was positive command, the fourth group was negative command, and the fifth group was about yes-no questions and question words.

After grouping the students, distributing the topics, and explaining what they had to do, the teacher and the researcher gave time to the students to find and study the details about their topics. All of the students must be ready with their own topics in the next meeting. Each student must be able to give clear explanations about the material that he/she has.

2) The *Second Day of Cycle 2*

Jigsaw Activity

The second day of cycle two was conducted on Monday, October 26th, 2009. It focused on speaking and listening activities. For the first time, the students were asked to sit in their own groups according to the topic they had in two minutes. After the students gathered with their groups, the teacher asked them to discuss about the material they had learned at home. In a group discussion, the students had to

share and discuss everything that they had learned before at home.

All the students seemed enthusiastically sharing what they had learned at home. They tried their best to share what they had learned. The teacher asked them to speak English. However, they were allowed to use Indonesian to make it clear. The students seemed enthusiastically explaining the material. They shared everything they knew and they had learned to their friends.

In their group discussion, all members of the group were involved. They tried to speak English and others listened carefully to know what their friends meant. Sometime they laughed when some of them pronounced incorrect words. The students had experienced with this learning situation, so they seemed to be enthusiastically joining the discussion. They learned and tried to master the material. They tried to find the answers to anticipate the possible questions, which were possible asked by their friends.

After ten minutes, in two minutes the teacher asked the leaders of group to divide his group into four and send them to the four other groups as the representatives to give explanation about their topic, started from the first group on Positive

Statement of Reported Speech. The representatives of the first group came into the four other groups and were given ten minutes to give all explanations about Positive Statement of Reported Speech.

All the representatives did their job well. They tried to give the clear explanation about their topic. The other groups, which were visited, also paid attention to their guest and listened to her/him carefully. When they found difficulties, they directly asked the representative without feeling shy.

After ten minutes, the teacher attracted the students' attention to the whole class. This kind of activity was done continuously until all the groups performed. All the groups did their job well. The students looked so happy and enthusiastically did this activity.

The representatives tried to give clear explanation about their topics to other students. The others listened carefully and paid attention to the representatives' explanation. When they found difficulties, they asked their representatives without feeling shy. Because of the limited time, the activities were continued in the next meeting.

3) *The third day of cycle 2*

The third meeting of this cycle was still continuing the activity on the last meeting. After all groups explained their materials to their friends, the students were asked back to their seats. At the end of the discussion, the teacher invited the students to summarize together the concept of Reported Speech which they had learned.

In order to check the students' understanding about the materials, the students were asked to do the exercises from their LKS. The score of this activity can be seen as the following:

A		B		C		D		E	
A ₁	8	B ₁	8	C ₁	7	D ₁	7	E ₁	9
A ₂	7	B ₂	6	C ₂	8	D ₂	8	E ₂	8
A ₃	7	B ₃	8	C ₃	6	D ₃	7	E ₃	7
A ₄	7	B ₄	7	C ₄	9	D ₄	6	E ₄	8
A ₅	8	B ₅	8	C ₅	7	D ₅	9	E ₅	7
A ₆	8	B ₆	8	C ₆	8	D ₆	8	E ₆	8
						D ₇	7	E ₇	8
45		45		45		52		55	

c. Reflection for Cycle 2

After implementing the action, the researcher and the English teacher did some reflection. The reflection is based on the observation in the teaching and learning activity, the students' opinion, and the comments from each of us. From the implementation of action that was done above, there were some main findings found in this cycle that could be seen as the following:

- 1) Self-discovery and jigsaw activities can be used to improve the learners' language skills.

a. *Listening*

In term of the students' listening ability, the result shows that the listening skills improve successfully, since the students can understand the English instruction and explanation that are given by the teacher and their friends in the discussion. This result fulfills the requirement of process validity.

.....
 The teacher attracted the students' attention to her, "OK. Now, all the leaders please explain your topic to your friends in your own groups!" All the leaders stood and explained the material to his/her group. They tried to speak English in delivering their topics, *the member of the group listened their leader carefully for they had to explain the same materials.*

(Field Note 5, Appendix B)

According to Aronson (2008), a jigsaw strategy is a cooperative learning technique appropriate for students between 3rd and 12th grade. It is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity.

b. Speaking

A jigsaw activity can also be used to improve the students' speaking skills. In this research, all of the students were given the opportunity and responsibility to master and give clear explanation about the topic to their friends. They had to speak English even though they were allowed to speak Indonesian to make the explanation clearer. This result is assumed to be valid based on the process validity.

.....
 The teacher attracted the students' attention to her, "OK. Now, all the leaders please explain your topic to your friends in your own groups!" All the leaders stood and explained the material to his/her group. *They tried to speak English in delivering their topics*, the member of the group listened their leader carefully for they had to explain the same materials.

.....
(Field Note 5, Appendix B)

c. Reading

The research is successful to improve the students' reading skill. In a self-discovery activity, the students were asked to find the materials by themselves; they had to read any resources they had. Based on the observation, the students' reading ability improved since they were able to find the information from the materials they read.

-
- R : *Kalo menurut pendapat kamu kegiatan semacam ini dapat meningkatkan kemampuan membaca kita tidak? Terus alasannya apa?*
- S₉ : *Menurut aku sih bisa mba, soalnya kan kita disuruh baca materi dari berbagai sumber abis itu kita disuruh ngajar temen kita jadi menurut aku si kegiatan tadi bisa meningkatkan kemampuan baca kita.*

Translation

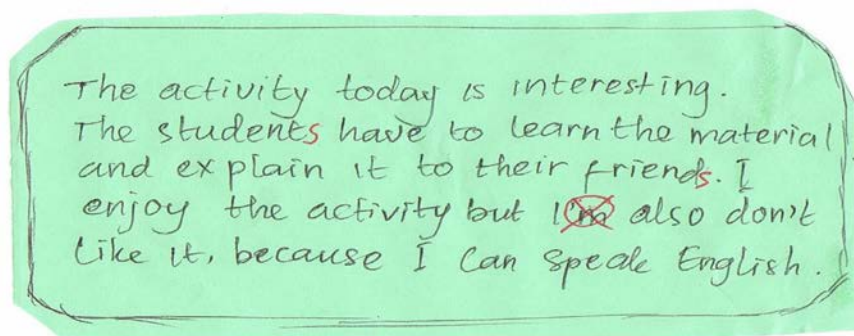
- R : Do you think this activity can improve your reading skill or not? Why?
- S₉ : Yes, I do. I think this activity can improve our reading skill, because we were asked to read the materials and after that we should teach our friend. So I think this activity can improve our reading skill.

.....
(Interview XI, Appendix C)

d. Writing

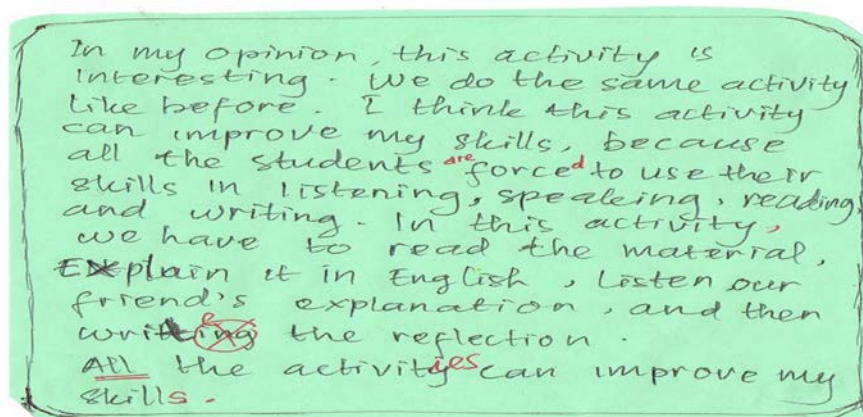
The second cycle the research is successful to improve the students' writing skill. The criterion of success is showed on their improvement on their writing task. In the first cycle the students were confused on what they had to

write, some of them only wrote a single sentence, while in the second cycle when they were asked to write their opinion about that activity, some students had some progresses on their writing. This result can be said to be valid based on the outcome validity.



The activity today is interesting. The students have to learn the material and explain it to their friends. I enjoy the activity but I ~~do~~ also don't like it, because I can speak English.

Cycle 1



In my opinion, this activity is interesting. We do the same activity like before. I think this activity can improve my skills, because all the students are forced to use their skills in listening, speaking, reading, and writing. In this activity, we have to read the material, explain it in English, listen our friend's explanation, and then writing the reflection. All the activities can improve my skills.

Cycle 2

This could happen because the students had experienced doing this kind of activity and they had their self-investment which they got from the activity before.

- 2) The learning activity was running well since the students had prepared the material before, so they had their self-investment before joining the learning activity.

This conclusion can be said reliable based on the time triangulation and valid based on the process validity. In Cycle 1, the students were confused on the activity that was conducted, while in Cycle 2, since the students had experienced the activity before they knew what they had to do.

.....
 After ten minutes, the teacher attracted the students' attention to her, "OK. Now, all the leaders please explain your topic to your friends in your own groups!" *Some leaders seemed to be confused about what they have to do.*

(Field Note 2, Appendix B)

.....
 The second day of cycle 2, the teacher and the researcher came to the class at 11.00, *when we came the students had sit in their group. It seemed that they had known what they had to do.*

(Field Note 5, Appendix B)

- 3) The students felt happy and comfortable in a learning situation in which they had experienced it before.

This result is said to be valid based on the concept of dialogic validity.

.....
 R : Ada bedanya ga dengan pertama kali kalian melakukan kegiatan ini dengan yang terakhir kita lakukan?
 S₂ : Beda mba, kalo dulu kan baru pertama kita masih bingung tapi kalo sekarang kita udah lebih ngerti jadi ga terlalu bingung banget.
 R : Sudah pengalaman gitu ya?

S₂ : Iya mba, sudah pengalaman.
 S₃ : Kalo kegiatannya sudah pernah dilakukan pelajarannya jadi enak.

.....
 Translation

.....
 R : Is there any differences when we do this activity for the first time with the last one?
 S₂ : Yes, it is. The first time we do this activity we are still confused on what we have to do, but after we had the experience with the activity we are not confused anymore.
 R : You had experienced it, right?
 S₂ : Yes, Miss. We had experienced.
 S₃ : When the activity had been done before, the learning activity is fun.

.....
(Interview 10, Appendix C)

B. General Findings

The action had been implemented in two cycles. Based on the reflections of each cycle, a number of points can be concluded as follows:

1. Learners' self-investment has improved through self-discovery activities.
2. A jigsaw activity improves the students' language skills.
3. The students feel comfortable in learning situation in which their teacher is their own friend
4. The students were happy and enthusiastically involved in English learning activity when they were given the opportunity and responsibility to give explanation to their other friends.
5. The learning activity runs well when the students have prepared and have the investment on the material and activity that will be discussed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the observation of the English learning activity and the discussion with the English teacher, it is found that monotonous teaching-learning activities, such as teacher-centred and LKS-based activities, are one of the factors that cause the low mastery of students' language skills, which affect their learning achievement. Those activities make the students bored during the learning process. The students' language skills mastery is low because the activities focus on the teacher and there is lack of activities that facilitate the students to improve their language skills.

The planned action of the research is improving the students' language skills through the autonomous learning using the self-discovery and the jigsaw activities. The Self-discovery activities facilitate the students to improve their self-investment, while Jigsaw activity itself improves the students' language skills on speaking, listening, reading, and writing.

The improvement of students' self-investment affects their learning achievements on language skills. It can be seen in the improvement of their mastery of language aspects such as the mastery of vocabulary, grammar, and pronunciation, which are integrated in their four basic skills: listening, speaking, reading, and writing.

1. *Listening*

In term of the students' listening ability, the result shows that the listening skill improves significantly. Since the students can understand the English instruction and explanation that are given by the teacher and their friends in the discussion.

2. *Speaking*

The jigsaw activity can also be used to improve the students' speaking skills. In this research, all of the students were given the opportunity and responsibility to master and give clear explanation about the topic to their friends. They had to speak English even though they were allowed to speak Indonesian to make the explanation clearer.

The result of the observation shows that some students were active and brave to speak English, but others were not active and shy to speak English. However, this activity had facilitated the students to speak English in the class.

The improvement of the students' speaking skill can also be seen on their abilities to correct their mistakes in pronouncing some words in English and reduce the use of Indonesian words in their speaking.

3. *Reading*

The research is successful to improve the students' reading skill. When the students were involved in *Self-discovery activity* to find the materials by themselves, all of the students read any resources they had. Based on the observation, the students' reading ability improved since they were able to find the information from the material they read.

4. *Writing*

The students' writing skill improves but does not significantly, since it is difficult asking the students to write something in English. Some students have difficulties on what they have to write. They were confused in finding the idea to write on a piece of paper.

The result shows that in the first cycle the students were confused on what they had to write, some of them only wrote a single sentence, while in the second cycle when they were asked to write their opinion about that activity, some students had some progresses on their writing.

The English learning process runs well when the students have prepared and have the investment on the material and activity that are going to be discussed. The students feel comfortable in the learning situation in

which their teacher is their own friend. They are happy and enthusiastically involved in English learning activity when they are given the opportunity and responsibility to give explanation to their other friends.

In conclusion, the autonomous learning using self-discovery and jigsaw activities can improve the tenth grade students' language skill of RSBI SMA N 7 Purworejo. The students' language skills are the students' mastery of the four basic language skills including listening, speaking, reading, writing, and its aspects such as the mastery of vocabulary, grammar, and pronunciation in the English learning activity.

B. Suggestion

In reference to the conclusion above, some suggestions are addressed to the students and the English teachers of SMA N 7 Purworejo in particular, the students and the English teachers of senior high school in general, and for the other researchers. These suggestions are as follows:

1. For the English teachers of SMA N 7 Purworejo
 - a. The teachers are suggested to always have the students in self-discovery activities to facilitate the students to improve their self-investment.
 - b. The teacher should create the comfortable learning situation for the students in which the teacher is their friends to motivate the

students and reduce the students' boredom in English learning process.

- c. The teachers should give the opportunity and responsibility to the students to share their knowledge with their friends to make varieties in the English learning process and reduce the teacher-centered learning activity.

2. For other researchers

For other researchers, particularly those who have the same problem and are interested in conducting the Autonomous Learning as learning strategy in their research, it is suggested to apply the Autonomous Learning in the same field to validate the result of this research, or in other aspects of study.

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APPENDIX A

Mata Pelajaran Bahasa Inggris untuk Sekolah Menengah Atas (SMA)/ Madrasah Aliyah (MA)

A. Latar Belakang

Bahasa memiliki peran sentral dalam perkembangan intelektual, sosial, dan emosional peserta didik dan merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa diharapkan membantu peserta didik mengenal dirinya, budayanya, dan budaya orang lain. Selain itu, pembelajaran bahasa juga membantu peserta didik mampu mengemukakan gagasan dan perasaan, berpartisipasi dalam masyarakat, dan bahkan menemukan serta menggunakan kemampuan analitis dan imajinatif yang ada dalam dirinya.

Bahasa Inggris merupakan alat untuk berkomunikasi secara lisan dan tulis. Berkomunikasi adalah memahami dan mengungkapkan informasi, pikiran, perasaan, dan mengembangkan ilmu pengetahuan, teknologi, dan budaya. Kemampuan berkomunikasi dalam pengertian yang utuh adalah kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yaitu mendengarkan, berbicara, membaca dan menulis. Keempat keterampilan inilah yang digunakan untuk menanggapi atau menciptakan wacana dalam kehidupan bermasyarakat. Oleh karena itu, mata pelajaran Bahasa Inggris diarahkan untuk mengembangkan keterampilan-keterampilan tersebut agar lulusan mampu berkomunikasi dan berwacana dalam bahasa Inggris pada tingkat literasi tertentu.

Tingkat literasi mencakup *performative*, *functional*, *informational*, dan *epistemic*. Pada tingkat *performative*, orang mampu membaca, menulis,

mendengarkan, dan berbicara dengan simbol-simbol yang digunakan. Pada tingkat *functional*, orang mampu menggunakan bahasa untuk memenuhi kebutuhan hidup sehari-hari seperti membaca surat kabar, manual atau petunjuk. Pada tingkat *informational*, orang mampu mengakses pengetahuan dengan kemampuan berbahasa, sedangkan pada tingkat *epistemic* orang mampu mengungkapkan pengetahuan ke dalam bahasa sasaran (Wells,1987).

Pembelajaran bahasa Inggris di SMP/MTs ditargetkan agar peserta didik dapat mencapai tingkat *functional* yakni berkomunikasi secara lisan dan tulis untuk menyelesaikan masalah sehari-hari, sedangkan untuk SMA/MA diharapkan dapat mencapai tingkat *informational* karena mereka disiapkan untuk melanjutkan pendidikannya ke perguruan tinggi. Tingkat literasi *epistemic* dianggap terlalu tinggi untuk dapat dicapai oleh peserta didik SMA/MA karena bahasa Inggris di Indonesia berfungsi sebagai bahasa asing.

B. Tujuan

Mata Pelajaran Bahasa Inggris di SMA/MA bertujuan agar peserta didik memiliki kemampuan sebagai berikut.

1. Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi *informational*
2. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global
3. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya.

C. Ruang Lingkup

Ruang lingkup mata pelajaran Bahasa Inggris di SMA/MA meliputi:

1. kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi *informational*;
2. kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika;
3. kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

D. Standar Kompetensi dan Kompetensi Dasar

Kelas X, Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.1 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji 1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi
2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna secara akurat, lancar dan berterima dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dalam berbagai konteks kehidupan sehari-hari 2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>

Standar Kompetensi	Kompetensi Dasar
<p>Berbicara</p> <p>3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</p>	<p>3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan membatalkan janji</p> <p>3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</p>
<p>4. Mengungkapkan makna dalam teks fungsional pendek dan monolog berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> sederhana dalam konteks kehidupan sehari-hari</p>	<p>4.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan dalam berbagai konteks kehidupan sehari-hari.</p> <p>4.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>5. Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>5.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> <p>5.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>
<p>Menulis</p> <p>6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i>, <i>narrative</i>, dan <i>procedure</i> dalam konteks kehidupan sehari-hari</p>	<p>6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>6.2 Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i>, <i>narrative</i>, dan <i>procedure</i></p>

Kelas X, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat 7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan
8. Memahami makna dalam teks fungsional pendek dan monolog yang berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i> sederhana dalam konteks kehidupan sehari-hari	8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari 8.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk; <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>
Berbicara 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat

Standar Kompetensi	Kompetensi Dasar
	<p>9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan</p>
<p>10. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i> konteks kehidupan sehari-hari</p>	<p>10.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>10.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>
<p>11. Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>11.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari</p> <p>11.2 Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>Membaca</p> <p>12. Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>12.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>12.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>
<p>Menulis</p> <p>13. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk <i>narrative</i>, <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari</p>	<p>13.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari</p> <p>13.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>descriptive</i>, dan <i>news item</i></p>

APPENDIX B

FIELD NOTE

Field Note 1

Day/Date : Monday, September 26th 2009
 Time : 11.00 – 12.20
 Place : X.1 Classroom of SMA N 7 Purworejo
 Number of student : 32

The English teaching-learning activity conducted at the X.1 class on Monday, September 26th, 2009.

The researcher came to the class along with the English teacher at 11.00 o'clock. At the beginning of the lesson, the teacher opened the lesson by greeted the students and asked about their condition. After that, the teacher explained the material clearly both in English and Indonesian. At the middle of her explanation, she always asked whether it was clear or not and gave an opportunity to the students to ask a question. However, until the end of the lesson none of the students asked her a question.

As the practice, the teacher asked the students to do the exercise on their LKS book. All of students were busy on doing their exercise. When the students finished doing their assignment, the teacher asked them to check the answer and wrote it on the board. There were no volunteers, who wanted to come in front and write their answers on the board, until the teacher asked some of them one by one.

At the end of the lesson, the teacher closed the lesson by summarizing the materials that had been learned and giving them assignment as homework.

Field Note 2

Day/Date : October 5th 2009
 Time : 11.00 - 12.20
 Place : X.1 Classroom of SMA N 7 Purworejo
 Number of student : 32

**The English teaching-learning activity conducted at the X.1 class
on Monday, October 5th, 2009**

At the beginning of the lesson, the teacher greeted them with “Good morning” and “How are you?” They responded enthusiastically. The teacher explained the materials they were going to discuss. “Ok. Class to prepare our mid examination, today we are going to review some materials we had learnt before. The topics are Simple Present Tense, Simple Past Tense, Present Continuous, Past Continuous, and also Pronoun. Do you still remember about those topics? What are the differences and when we can use it?” the teacher asked the students, “Yes, we do.” The students replied. “That’s good. Ok. Then, how many students are here?” the students replied “thirty two miss.” The teacher smiled responding the students, “Ok. Now please all of you make 5 groups.” They students began to make a noisy, they shouted to make a group with their close friends. To handle this condition the teacher asked the girl in left corner in front to say one and continue by other until five, and repeated starting from one to five again. “Please, mba’ says one”, A said “one”, T said “next please”, B who sit after A replied “two”, etc. It continued until the last students.

Then, the teacher asked the students to find and gather with their own group. The students shouted and ran to find their group. To control and manage the class, teacher said “OK. Now each group please choose one of you as a leader, in two minutes come in front to take the topic.” All the leaders ran to take the topic and then back to their group.” T said, “Have you the topic?” S replied “Yes, ma’am.” Teacher smiled, “Good. OK. In ten minutes, please find and learn the topic carefully. Everybody has to master the topic well and you are responsible to explain your material to other group. Remember just learn your topic. Pelajari bagiannya sesuai dengan kelompoknya

masing-masing.”

In ten minutes, the students were busy in their groups. The students learned the topic given to them from any resources they had. They read many resources such as notes, LKS, or the course book. Since it was the review materials and all of the students have learned it before, there was no difficulty for the students to learn it. However, when they found some difficulties the leader came in front and asked teacher for the explanation.

After ten minutes, the teacher attracted the students’ attention to her, “OK. Now, all the leaders please explain your topic to your friends in your own groups!” Some leaders seemed to be confused about what they have to do.

One of the leaders asked, “Miss jelasinnya di sini?” T replied “Iya di situ saja. Jelaskan topik yang sudah kalian pelajari ke anggota kelompoknya masing-masing” She added “Ok. The leaders stand up please! Menjelaskannya sambil berdiri. 10 menit dari sekarang, silakan diskusi and share your knowledge to others to get the same and clear perception about your topic. All of the students are responsible to explain their topic to other groups.”

All leaders of the groups tried their best to give clear explanation in English to their groups, and sometimes they used bahasa Indonesia to make the clear explanation. The students seemed enthusiastically in explaining the material. They shared what they know to their friends. In discussion on their groups, the students learned and tried to master the material. They tried to find the answers anticipated the possible questions, which might be asked by their friends.

After ten minutes left, in two minutes the teacher asked the leaders of group to divide his group into four and send them to the four other groups as the representatives to give explanation about their topic, started from the first group on the topic of Simple Present Tense. The representatives from the first group came into the four other groups and they were given ten minutes to give all explanations about Simple Present Tense.

All the representatives did their job well. They tried to give the clear explanation about their topic. The other groups, which are visited, also paid attention to their guest and they listen to her/him carefully. When they found difficulties, they directly asked the representative without felt shy. When the representatives were asked difficult questions and they could not answer the questions by

themselves, they called the other members of their group to help them.

In one of the group, the situation can be seen as following, *D*₃ explained “Past Continuous Tense expresses the activities which *was* happening at particular time in the past.” She thought for a while then corrected her sentence “Eh... sorry, the activities which *were* happening at particular time in the past. The pattern is S + was/were + *V*_{ing}. For example, I was sleeping when you called me last night. They were doing their homework at 8 pm.” B2 asked “When did we use was and were?” D3 replied “In the past.” “Lha iyo in the past tapi bedane opo? What is the difference?” B1 asked. “ Hehe...wait a minute” D3 called his friend to help her.

After ten minutes left, the teacher said, “Ok. Time’s up. Selesai tidak selesai jelas tidak jelas, the Simple Present Tense group please come back to your seats.” She continued, “Ok. Thank you for Simple Present Tense group and others please give applause to this group. After you get explanation from this group, is there any question? Is everything clear?” For there were no replies, teacher translated her question into Indonesian, “Semuanya sudah jelas?” and all students shouted, “Jelas....” Teacher smiled and said, “Well. Berarti grup ini menjelaskannya sudah bagus ya? Ok. Please the next group divides your members and goes to the four other groups. Ten minutes to explain. Starts from now!”

This kind activity repeated until the last group. After the ten minutes left for the each group, the teacher always attracted the students’ attention to appreciate the group, who explain the topic by giving them a big applause, and discuss on the difficulties found on each topic.

Field Note 3

Day/Date : Wednesday, October 7th 2009
 Time : 08.20 – 10.40
 Place : X.1 Classroom of SMA N 7 Purworejo
 Number of student : 32

**The English teaching-learning activity conducted at the X.1 class on
 Wednesday, October 7th, 2009**

The teacher and I came to the class at 08.20 am, all the students had gathered with their group. The activity on that day continued the last activity, since before not all the groups performed yet.

After all groups presented their materials to their friends, the students were asked back to their groups. Each student had to make two questions about their material along with the answers. After they finished with their questions and answers, they were grouped to the new ones. The first student gathered with first students of each group, the second students with second students, etc.

In their new groups, the students crossed their questions and did it. After they finished, the students who made the question had to check it and give it mark. When all questions had done and marked, the students summed their mark. The teacher wrote the name of the groups and asked the students to write their mark on the board. T said “Silakan tulis nilai yang kalian dapat ke depan. Disana ada 6 kolom ya untuk masing-masing grup.” B replied “Miss, klo yang kelompoknya 7 gimana?” T said, “Iya, untuk yang anggotanya 7 silakan kurangi 1 nilai, boleh yang paling bagus atau yang paling jelek. There should be 6 points for each group.” After all students wrote their mark and summed all of those mark, there found three groups got 43 points, one group with 41 points, and one group with 39 points. To appreciate the students’ works, the teacher said, “OK. There are three groups got 43 points, one group with 41 points, and one group with 39 points. Congratulation and give a big applause for all of you.” Some students shouted and seemed to be proud on themselves.

At the end of the cycle, the students asked to write a simple paragraph on what they felt after doing this kind of activity. However, it was not easy to ask them to write something in English. They confused what they have to write. The teacher helped them by giving clues that they only had to write what they think about this activity: they like or dislike and why. Before the bell rang on the second meeting of the first cycle, the students have finished their work.

Field Note 4

Day/Date : Wednesday, October 21st 2009
 Time : 08.20 – 10.40 am
 Place : X.1 Classroom of SMA N 7 Purworejo
 Number of student : 32

**The English teaching-learning activity conducted at the X.1 class on
 Wednesday, October 21st, 2009**

The researcher along with the English teacher came to the class at 08.20 am. Since the students had just finished their mid test, there were no teaching and learning activities during that week. All of the class involved in some activities that were conducted by the Students Organization. When the teacher and the researcher came to class, the students were discussing about their class meeting activities. When they realized that their teacher had come some students ran back to their seats. The teacher greeted the students and explained what they had to do.

T : Good morning, class.

S : Good morning, miss.

T : Okay. I have good news for you. There will be no class this week.

S : Ya kan class meeting Miss.

T : Therefore, I have said that there will be no class.

Although we won't have a class during this week, it doesn't mean that you do not study this week. I have an assignment for you. Is it clear?

S : Yes, Ma'am.

T : That's good. Similar with our activity before, you have to work in a group. Who don't have a group yet?

S₁ : The same group as before, Miss?

T : Yes, the same group as before. OK. It means that every student have a group. OK. The topic for next meeting is *Reported Speech*. I will choose the topic for you. Group one; please find the materials about the statement of reported speech. Group two finds about request. Group three is about prohibition. Group four have to find about Yes-no question and group five have to find the question words in reported speech. Every student has to find, learn, and master those materials well and you also must be able to explain it to other students. OK. Is there any questions?

- S₂ : Miss, repeat the topic please!
- T : All right. Yang lain tolong perhatikan supaya tidak ada yang tanya lagi. Group one is about the statement of reported speech. Group two is about is about request. Group three is about prohibition. Group four is about Yes-no question and group five is about question words. Masih ada pertanyaan?
- S : Carinya di mana Miss? Boleh cari di internet tidak miss?
- T : You can find this material from any resources, internet, LKS, books, note, internet, etc. Is there any question?
- S : No.
- T : Ok. For there is no question, starting from now, all of you have to find any material related to your topics. Every student must be ready in discussion on next meeting. OK. Thank you for your attention and you may continue your activities before. Thank you. See you.
- S : See you.

After explained what the students had to done the teacher and I left the classroom and went back to the office.

Field Note 5

Day/Date : Monday, October 26th 2009
 Time : 11.00 – 12.20
 Place : X.1 Classroom of SMA N 7 Purworejo
 Number of student : 32

**The English teaching-learning activity conducted at the X.1 class on
Monday, October 26th, 2009**

The second day of cycle 2, the teacher and the researcher came to the class at 11.00, when we came the students had sit in their group. It seemed that they had known what they had to do. After the teacher greeted them, she asked whether they had been ready with their group or not. T asked “Have you ready with your materials? If you are so, in your own group, now please, discuss and share everything you have found and learned at home to make the same and clear perception about the material. In ten minutes, every student has to master the material well for you are responsible to explain your topic to other group. Is it clear?” S replied “Yes, Ma’am.”

After ten minutes, the teacher attracted the students’ attention to her, “OK. Now, all the leaders please explain your topic to your friends in your own groups!” All the leaders stood and explained the material to his/her group. They tried to speak English in delivering their topics, the member of the group listened their leader carefully for they had to explain the same materials.

After ten minutes left, in two minutes the teacher asked the leaders of group to divide his group into four and send them to the four other groups as the representatives to give explanation about their topic, started from the first group. All the representatives did their job well. They tried to give the clear explanation about their topic. The other groups, which are visited, also paid attention to their guest and they listen to her/him carefully. When they found difficulties, they directly asked the representative without felt shy.

After ten minutes left the teacher said “Ok. Time’s up. The first group please comes back to your seats! Ok. Thank you for the first group and others please give applause to this group! After you get explanation from this group, is there any question?” S answered “No, there is not ma’am.” T smiled and said “Well. Berarti grup ini menjelaskannya sudah

bagus ya? Ok. Please the next group divides your members and goes to the four other groups. Ten minutes to explain, starts from now!”

Because the limited time and the bell had rang, not all the groups could perform in one meeting. Therefore the activity was going to be continued on the next meeting. After the bell had ringed the teacher and I left the class, before that the teacher asked the groups which had not performed yet to prepare the materials and be ready for the next meeting.

Field Note 6

Day/Date : Wednesday, October 28th 2009
 Time : 08.20 – 10.40
 Place : X.1 Classroom of SMA N 7 Purworejo
 Number of student : 32

**The English teaching-learning activity conducted at the X.1 class on
 Wednesday, October 26th, 2009**

The last day of the cycle 2 the teacher and the researcher came to class at 08.20. The activity at that day continued the last activity. The students had sat in their group. One of the group's leaders which had not performed yet was asked to divide his/her members and send them to other group. In all the groups the representatives did their job well, the members of the visited group listened to their explanation carefully.

After the ten minutes left, the teacher asked the representatives came back to their seats and asked the other students whether there was any questions or not.

This kind activity repeated until the last group. After the ten minutes left for the each group, the teacher always attracted the students' attention to appreciate the group, who explain the topic by giving them a big applause, and discuss on the difficulties found on each topic.

After all the groups had performed, the teacher asked the students to summarize the materials they had learned. Because the students had learned the materials and they had listened their friends' explanations, it was easy the teacher asked them share their knowledge.

In order to check the students' understanding about the materials, the students were asked to do the exercises from their LKS (students' worksheet) and they had to checked it together. After fished those activities the teacher asked them to write their opinion on a piece of paper and asked them for critic and suggestion. Since they had experienced those kind of activities before it was easy for them to write their opinion. Before the bell rang the students had finished their writing and submitted them to the teacher. After the bell rang, the teacher and I left the class at about 10.40.

APPENDIX C

INTERVIEW TRANSCRIPTION

Interview 1 (Conducted on Tuesday, September 23th 2009)

R : Researcher

T : Teacher

R : Selamat Pagi ibu, saya Maria mahasiswa Pendidikan Bahasa Inggris UNY. Kebetulan saya juga alumni sekolah ini.

T : Selamat pagi, mbak. Oh, iya ibu masih ingat kok. Gimana ada yang bisa di bantu?

R : Begini ibu, saya mahasiswa tingkat akhir dan sedang menempuh skripsi. Saya butuh bantuan ibu untuk penelitian saya.

T : Oke. Lalu apa yang bisa ibu bantu?

R : Saya ingin meneliti tentang students' language skills siswa kelas X kelas RSBI. Kalau di ijinakan saya ingin ikut ibu masuk kelas.

T : Oh,iya tentu silakan saja. Mau kapan?

R : Secepatnya

T : Besok, saya ada kelas jam ke 3-4, bagaimana mau ikut masuk?

R : Kalau Ibu tidak keberatan.

T : Tentu nggak keberatan, saya malah senang ada yang menemani.

R : Terimakasih ibu, besok saya akan ikut kelas ibu.

T : Baiklah. Sampai besok.

Interview 2 (Conducted on Monday, September 26th 2009)

R : Researcher

T : Teacher

T : Gimana mba setelah masuk kelas?

R : Kelasnya anteng ya ibu?

T : Ga selalu kok mba, kadang-kadang juga rame.

R : Apa setiap pelajaran kegiatannya selalu begitu, maksud saya apa gurunya yang selalu nerangin di depan kelas terus anak-anak memperhatikan?

T : Ya biasanya begitu, kalau saya sudah selesai menerangkan pasti saya tanyakan ada yang ga jelas tidak, biasanya ya gada yang Tanya ga tau karna sudah jelas atau bingung. Nanti setelah mengerjakan soal kan ketauan mana yang belum bisa.

R : Kalau di suruh maju ke depan juga gada yang mau maju ibu?

T : Sebelum ditunjuk jarang ada yang mau maju.

R : Kalau menurut ibu gimana dengan penguasaan *four skills* mereka?

T : Buat beberapa anak si oke...tapi kalo mayoritas I think their skills' mastery are low. Oiya, mba punya konsep apa untuk penelitiannya?

R : Oh,iya ibu begini, sebenarnya konsep penelitian saya adalah empowering the autonomous learning to improve the English language skills. Maksudnya disini saya ingin memperkuat pembelajaran mandiri siswa untuk meningkatkan language skills mereka.

T : Lalu teknik yang mau digunakan di sini apa?

R : Saya ingin mencoba self-discovery dan jigsaw ibu. Tapi untuk materinya saya minta masukan dari ibu supaya nanti penelitian saya tidak mengganggu jalannya KBM dan materi yang seharusnya disampaikan kepada anak tidak terhambat.

T : Oh, begitu. Iya boleh mba, begini saja sebentar lagi kan anak-anak mau mid semester saya mau mengulang materi tentang tenses sekalian pronoun dulu mereka sudah pernah dapat dan sekarang saya ingin

mengulang kembali. Bagaimana mba?

- R : Oh, iya ibu untuk materinya saya ikut saja.
- T : Baiklah, untuk materi kita mengulas tentang tenses: Simple Present, Simple Past, Present Continuous, Past Continuous, dan Pronoun. Lalu teknik pelaksanaannya gimana mba?
- R : Untuk pelaksanaannya nanti pertama kali kita akan kelompokkan anak menjadi 5 group, lalu kita akan minta masing-masing kelompok memilih satu orang ketua, ketuanya nanti maju untuk mengambil topik yang sudah kita sediakan. Setelah masing-masing kelompok mendapatkan topiknya masing-masing kita minta setiap anggota kelompok mempelajari topik yang mereka miliki dalam 10 menit, 10 menit kemudian kita ajak mereka berdiskusi dalam kelompok masing-masing untuk menyamakan konsep tentang topik mereka. Setelah diskusi kelompok selesai masing-masing ketua diminta membagi anggota kelompok mereka menjadi 4 dan mengirimnya ke kelompok lain untuk mempresentasikan topik yang mereka miliki kepada anggota kelompok lain.
- T : Berarti itu gantian ya mba presentasinya ga langsung semua.
- R : Iya ibu, presentasinya satu kelompok dulu gantian, kalo satu kelompok sudah selesai nanti kita minta kembali ke kelompoknya lalu gantian dengan kelompok lain. Setelah semua kelompok dapat kesempatan maju, untuk mengecek pemahaman mereka tentang topik yang disampaikan oleh temannya, kita akan minta masing-masing anak untuk membuat 2 pertanyaan, lalu kita kelompokkan lagi mereka dalam kelompok baru untuk saling tukar soal, dikerjakan, lalu dikoreksi. Nanti hasil pekerjaannya bisa di tulis dipapan tulis. Lalu pada akhir pelajaran kita akan minta siswa untuk menuliskan pendapat mereka tentang kegiatan tersebut.
- T : Oh, begitu. Baiklah besok kita coba mempraktekannya.

Interview 3 (Conducted on Monday 5th October 2012)

R : Researcher

S : Students (Amel, Tika)

R : Hai, lagi pada ngapain? Ga ke kantin?

S₁ : Ga, ni mba' lagi buat tugase pak A.

R : Gimana tadi pelajarannya?

S₂ : Asik mba' disuruh bener-bener belajar.

R : Memangnya biasanya ga belajar ya.

S₂ : Hehe... mba, boleh tanya nggak?

R : Boleh, mau tanya apa?

S₁ : Mau tanya pronoun mba', soalnya aku belum maju...

R : Emang pronounnya mana yang belum jelas?

S₁ : He...semua mba'. Tolong jelasin ya mba'!

Interview 4 (Conducted on Monday, October 5th 2009)

R : Researcher

T : Teacher

R : Ibu, gimana pendapatnya tentang kegiatan di kelas tadi?

T : Ya, sudah lumayan bagus mba. Cuma tadi pas waktu pembentukan kelompok anak-anak bingung gimana bikin kelompoknya. Makanya tadi saya suruh berhitung saja.

R : Iya, ibu tadi awalnya anak-anak memang kelihatan bingung waktu suruh bikin kelompok. Mungkin karena baru pertama makanya jadi bingung harus gimana. Kalau dari segi pelaksanaannya bagaimana ibu, apakah kegiatan semacam ini bisa meningkatkan *learners' self investment* dan *four skills* mereka tidak ya bu?

T : Ya, kalau menurut saya pribadi bisa ya mba. Di self-discovery activity tadi kan siswa kita ajak untuk mencari materi berdasarkan topic yang mereka miliki, nah self-investment mereka terlihat ketika mereka diminta untuk *share their knowledge about the topic* mereka bisa menjelaskan kepada teman-temannya. Ini kan menunjukkan kalau mereka punya self-investment, jadi ya kegiatan self-discovery bisa digunakan untuk meningkatkan self-investment siswa.

R : Kalo tentang keterampilan membaca? Apa pendapat ibu tentang keterampilan membaca siswa dalam kegiatan ini? Apakah kegiatan semacam ini bisa digunakan untuk meningkatkan kemampuan membaca siswa?

T : Iya, saya rasa kegiatan ini bisa meningkatkan kemampuan membaca siswa ya mba. Ya tentu saja itu tidak akan langsung meningkat dalam sekali pertemuan saja. Tapi saya percaya kalau kegiatan seperti ini terus dilakukan ini bisa member pengaruh yang baik dalam segi ketrampilan membaca siswa. Seperti yang bisa kita lihat tadi setelah membaca dari beberapa sumber yang mereka punya siswa dapat menjelaskan dan berbagi apa yang telah mereka pelajari dengan temannya. Itu berarti

bahwa mereka dapat menemukan informasi yang mereka perlukan untuk dibagikan dengan teman yang lain.

- R : Jadi menurut pendapat ibu kegiatan semacam ini bisa untuk meningkatkan kemampuan membaca siswa. Menurut ibu kegiatan mana yang meningkatkan kemampuan membaca siswa?
- T : Klo menurut saya kegiatan self –discovery yang meningkatkan kemampuan membaca siswa.
- R : Bagaimana dengan kemampuan yang lainnya ibu, listening, speaking, dan writingnya?
- T : Kalau untuk speaking saya rasa kegiatan ini juga bisa digunakan untuk meningkatkan speaking mereka. Karena dalam kegiatan ini kan semua siswa diwajibkan untuk menjelaskan topic yang mereka miliki dalam bahasa Inggris. Saya bilang meningkat karna kita lihat tadi beberapa siswa yang salah mengucapkan kata dalam bahasa Inggris ditertawakan teman-temannya lalu memboca untuk membenarkan sendiri. Beberapa siswa yang biasa diam tadi juga kelihatan mulai tampil dan mulai berani berbicara dalam kelompok.
- R : Oke, kalau dari segi *listening skill* nya? Apakah bisa meningkat juga?
- T : Iya, kalau dari segi *listening skill* nya otomatis meningkat. Ketika perwakilan kelompok datang ke masing-masing group, anggota group yang didatangi otomatis mendengarkan setiap penjelasan yang diberikan dengan baik. Untuk masing-masing perwakilan kelompok, mereka meningkatkan kemampuan berbicaranya sedangkan kelompok yang didatangi meningkatkan kemampuan mendengarkannya.
- R : Bagaimana dengan *writing skill* nya ibu?
- T : Iya, untuk writing skill nya sepertinya agak berat ya mba. Anak-anak masih sulit untuk menuangkan ide di atas kertas. Sebagian besar bingung mau nulis apa.
- R : Iya ibu saya juga merasa begitu, mungkin di cycle berikutnya anak-anak sudah mulai tau harus menulis apa karena belajar dari kegiatan hari ini. Tapi untuk hasil test nya lumayan ya ibu.

- T : Iya kalau untuk mengerjakan soal biasanya memang tidak begitu jadi masalah.
- R : Baiklah, ibu. Terima kasih untuk hari ini. Saya mohon izin untuk wawancara dengan anak-anak.
- T : Iya mba, silakan.

Interview 5 (Conducted on Monday, October 5th 2009)

R : Researcher

S : Student (Ida)

R : Gimana pendapatnya tentang kegiatan kita hari ini?

S₅ : Kegiatan hari ini asyik mba, soalnya kita harus ngajar teman kita.

R : Kalo menurut pendapatmu, kegiatan seperti tadi bisa meningkatkan kemampuan membaca kalian tidak? Terus alasannya apa?

Menurut aku si bisa mba, soalnya tadikan kita disuruh baca materi dari

S₅ : berbagai sumber abis itu kita disuruh ngajar teman kita, jadi menurut aku kegiatan tadi bisa meningkatkan kemampuan membaca kita.

R : Kalo untuk kemampuan yang lain kaya listening, speaking, sama writing gimana?

Bisa buat listening juga mba kan pas temennya presentasi kita suruh dengerin, kalo ga dengerin nti ga bisa ngerjain soal. Speakingnya juga

S₅ : iya, kan semua anak suruh nerangin sama kelompok lain, nah kalo writingnya sih sebenarnya bisa kali mba tapi kalo saya jujur bingung kalo suruh writing 😊

R : Oke, terimakasih atas waktunya.

S₅ : Sama-sama mba.

Interview 6 (Conducted on Monday, October 5th 2009)

R : Researcher

S : Student (Adit, Bima)

R : Maaf ya ganggu waktunya.

S₆₇ : Ga papa kok mba.

R : Oke deh, gimana tadi pelajaran bahasa Inggrisnya?

S₆ : Enak mba. Ga kaya biasanya.

R : Kok ga kaya biasanya?

S₆ : Ya iya mba. Kalo biasanya kan gurunya yang nerangin sekarang yang nerangin temennya sendiri, jadi lebih enak kalo mau tanya.

R : Kalo kamu gimana dek?

S₇ : Iya mba sama dengan S₆, kalo temannya yang ngajarin itu lebih enak, kalo mau tanya ga malu.

R : Oke. Makasih.

Interview 7 (Conducted on Monday, October 5th 2009)

R : Researcher

S : Student (Dika)

R : Hai, gimana suka ga sama pelajaran hari ini?

S₇ : Suka mba?

R : Apanya yang bikin suka

S₇ : Semuanya mba. Mulai dari bikin grup, suruh cari sama mempelajari materi, terus diskusi sama kelompoknya terus suruh nerangin ke kelompok lain. Pokoknya seru deh mba. Kita semua anggota kelompoknya harus bener-bener menguasai materi masing-masing. Biasanya kan kalo kerja kelompok yang kerja Cuma itu-ituh aja yang lain Cuma urun jeneng mba.

Interview 8 (Conducted on Monday, October 5th 2009)

R : Researcher

S : Student (Fanny)

R : Gimana suka ga sama pelajaran hari ini?

S₈ : Suka mba?

R : Kenapa kok suka?

Ya suka aja mba. Soalnya tadi kan semua siswa di kasih tanggung jawab buat ngajar temennya. Jadi asyik gitu lho mba, biasanya kan yang ngajar Cuma gurunya.

Interview 9 (Conducted on Monday, October 19th 2009)

R : Researcher

T : Teacher

R : Selamat Pagi, ibu.

T : Pagi, mba. Gimana sudah ada rencana untuk cycle selanjutnya?

Iya, ibu. Tapi saya masih perlu masukan kira-kira untuk topic selanjutnya sebaiknya kita ambil materi apa ya ibu? Jadi saya tetap bisa ambil data materi ibu juga tidak terganggu.

Hmm, ini kan sudah lebih dari setengah semester ya mba jadi sekarang ini materinya saya lebih banyak mengulang. Kalo kita mau lakukan kegiatan seperti kemarin mungkin saya akan pilih *materi Reported Speech* saja ya mba, *Direct-Indirect Speech* itu biasanya soalnya keluar di ulangan semester. Kita kan ada 5 kelompok terus materinya kita bagi seperti kemaren.

R : Sepertinya minggu ini tidak ada pelajaran ya ibu?

Iya mba tidak ada pelajaran sedang ada class meeting, tapi besok rabu kita bisa masuk kelas pas jam saya tidak apa-apa kok mba. Yang penting kita kasih pengarahan dulu mereka harus ngapain, jadi di pertemuan berikutnya anak-anak sudah siap dengan materinya.

R : Baik, ibu. Besok rabu saya akan datang kembali.

Interview 10 (Conducted on Monday, October 28th 2009)

R : Researcher

S : Student (Amel, Tika, Adit, Bima, dan Ida)

R : Maaf ya ganggu waktu istirahatnya. Mba mau Tanya-tanya sedikit tentang kegiatan kita selama tiga pertemuan ini bisa ya?

S : Iya, mba ga papa kok.

R : Oke. Mba mau tanya gimana perasaan kalian selama mengikuti kegiatan selama beberapa pertemuan ini?

S₁ : Kalo aku seneng mba, belajar bahasa Inggris jadi menantang.

R : Menantang? Bisa dijelaskan lagi maksudnya menantang itu gimana sih? Iya mba menantang soalnya klo pelajaran biasa kan gurunya yang nerangin di depan terus nanti paling-paling kita cuma disuruh nggarap

S₁ : soal. Tapi pelajaran bahasa Inggrisnya sekarang beda, mau ga mau sekarang semuanya harus bisa menguasai materi terus harus bisa nerangin ke kelompok lain.

R : Oh gitu, kalo yang lain gimana? Ada bedanya ga dengan pertama kali kalian melakukan kegiatan ini dengan yang terakhir ini?

S₂ : Beda mba, kalo dulu kan baru pertama kita masih bingung tapi kalo sekarang kita udah lebih ngerti jadi ga terlalu bingung banget.

R : Sudah pengalaman gitu ya?

S₁ : Iya mba, sudah lebih berpengalaman.

R : Terus kalo dengan pelajaran sebelum kita menggunakan kegiatan seperti ini gimana? Enakan mana gurunya yang nerangin didepan kelas atau kalo teman kita sendiri yang jelasin?

S₃ : Enakan gurunya mba, jadi kita ga susah-susah mikir sama cari materi...hehe..

R : Hehe..ini baru jujur ni...kalo yang lain gimana? Enakan gurunya yang nerangin juga kah?

S₄ : Kalo aku enakan kaya gini mba temennya sendiri yang nerangin jadi

- kalo ada yang ga jelas mau tanya tu enak ga malu.
- S₅ : Iya mba enakan belajar sama teman sendiri ga perlu takut salah.
- R : Terus ada kritikan ga tentang kegiatan kaya gini?
- S₁ : Ada mba waktunya.
- T : Oke. Waktunya gimana?
- S₁ : Waktunya kelamaan mba ga satu pertemuan selesai.
- Oiya, untuk waktunya terlalu lama ya. Untuk waktu sebenarnya berkaitan dengan materi ya...karena materi kita cuma review, mengulang materi yang sudah pernah durasinya jadi agak lama ga bisa langsung slesai dalam satu pertemuan. Coba lain kali biar dicarikan materi yang lebih pendek jadi bisa slese sekali maen gitu y... ☺. Masih ada yang lain?
- S₂ : Lain kali kasih materi yang baru mba yang lebih menarik.
- Oke deh.. kita coba ya cari materi lain yang baru dan dibuat menarik.
- R : Masih ada lagi? Kalo sudah tidak ada mba ucapin makasih banyak atas waktu dan kerjasamanya... See You next time.
- S : See You

Interview 11 (Conducted on Monday, October 28th 2009)

R : Researcher

S : Student (Dinda)

- : Kalo menurut pendapat kamu kegiatan semacam ini dapat meningkatkan kemampuan membaca kita tidak? Terus alasannya apa?
- R : Menurut aku sih bisa mba, soalnya kan kita disuruh baca materi dari berbagai sumber abis itu kita disuruh ngajar temen kita jadi menurut aku si kegiatan tadi bisa meningkatkan kemampuan baca kita.

APPENDIX D



**PENDAPAT SISWA KELAS X TERHADAP
PENINGKATAN KEMAMPUAN BERBAHASA INGGRIS
MELALUI PEMBELAJARAN MANDIRI MENGGUNAKAN
KEGIATAN SELF-DISCOVERY DAN JIGSAW**

I. TUJUAN

Lembar observasi ini dimaksudkan untuk mengetahui pengaruh pembelajaran mandiri menggunakan kegiatan Self-discovery dan Jigsaw dalam meningkatkan kemampuan Berbahasa Inggris siswa kelas X RSBI SMA N 7 Purworejo

II. PETUNJUK

Berilah tanda centang (✓) pada salah satu kolom jawaban yang disediakan yang menurut anda benar!

Keterangan:

S : jika anda *setuju* dengan pernyataannya yang diberikan

SS : jika anda *sangat setuju* dengan pernyataannya yang diberikan

K : jika anda *kurang setuju* dengan pernyataannya yang diberikan

TS : jika anda *tidak setuju* dengan pernyataannya yang diberikan

STS : jika anda *sangat tidak setuju* dengan pernyataannya yang diberikan

No.	Pernyataan	S	SS	K	TS	STS
A. Aspek Tujuan (Goals)						
1.	Kegiatan ini memfasilitasi saya dalam menyiapkan materi sebelum mengikuti proses pembelajaran di kelas					
2.	Kegiatan ini meningkatkan pengetahuan <i>kosakata (vocabulary)</i> Bahasa Inggris saya					
3.	Kegiatan ini meningkatkan pengetahuan <i>tata bahasa (grammar)</i> Bahasa Inggris saya					

4.	Kegiatan ini meningkatkan pengetahuan <i>struktur kalimat (Structure)</i> Bahasa Inggris saya					
5.	Kegiatan ini meningkatkan kemampuan <i>Berbicara (Speaking)</i> saya dalam Bahasa Inggris					
6.	Kegiatan ini meningkatkan kemampuan <i>Mendengarkan (Listening)</i> saya dalam Bahasa Inggris					
7.	Kegiatan ini meningkatkan kemampuan <i>Membaca (Reading)</i> saya dalam Bahasa Inggris					
8.	Kegiatan ini meningkatkan kemampuan <i>Menulis (Writing)</i> saya dalam Bahasa Inggris					
B. Aspek Materi (Input Text)						
9.	Materi dan topik yang diberikan memfasilitasi saya dalam menyiapkan materi sebelum mengikuti proses belajar mengajar di kelas					
10.	Materi dan topik yang diberikan meningkatkan pengetahuan <i>kosakata (vocabulary)</i> Bahasa Inggris saya					
11.	Materi dan topik yang diberikan meningkatkan pengetahuan <i>tata bahasa (grammar)</i> Bahasa Inggris saya					
12.	Materi dan topik yang diberikan meningkatkan pengetahuan <i>struktur kalimat (Structure)</i> Bahasa Inggris saya					
13.	Materi dan topik yang diberikan meningkatkan kemampuan <i>Berbicara (Speaking)</i> saya dalam Bahasa Inggris					
14.	Materi dan topik yang diberikan meningkatkan kemampuan <i>Mendengarkan (Listening)</i> saya dalam Bahasa Inggris					
15.	Materi dan topik yang diberikan meningkatkan kemampuan <i>Membaca (Reading)</i> saya dalam Bahasa Inggris					
16.	Materi dan topik yang diberikan meningkatkan kemampuan <i>Menulis (Writing)</i> saya dalam Bahasa Inggris					
C. Aspek Kegiatan (Activities)						
17.	Kegiatan ini memberikan saya tanggung jawab untuk menemukan, mempersiapkan, dan mempelajari materi sebelum mengikuti proses pembelajaran di kelas					

18.	Kegiatan ini memberikan saya kesempatan dan tanggung jawab untuk memberikan penjelasan tentang materi dan topik yang telah saya pelajari kepada teman-teman yang lain					
19.	Kegiatan ini memberikan saya kesempatan untuk mendengarkan penjelasan dari teman saya tentang materi yang telah mereka pelajari					
20.	Kegiatan ini memberikan saya kesempatan untuk bertanya tentang materi yang belum saya pahami kepada teman					
D. Aspek Setting						
21.	Tugas-tugas dalam kegiatan ini dikerjakan secara individu sehingga meningkatkan kemandirian saya dalam belajar					
22.	Kegiatan dalam kelompok meningkatkan kemampuan berbahasa Inggris saya dalam <i>speaking, listening, reading, dan writing</i> .					
E. Aspek Peranan Guru (Teacher's role)						
23.	Dalam kegiatan ini peranan guru tidak terlalu penting					
24.	Dalam kegiatan ini guru bukan satu-satunya sumber pembelajaran					
25.	Dalam kegiatan ini guru berperan sebagai fasilitator dan controller yang mengontrol jalannya proses pembelajaran					
26.	Dalam kegiatan ini guru membantu saat siswa mengalami kesulitan dalam proses pembelajaran					
27.	Pada akhir kegiatan guru menanyakan bagian mana yang belum jelas					
28.	Pada akhir kegiatan guru mengajak siswa menyimpulkan materi pembelajaran untuk menyamakan konsep					
29.	Pada akhir kegiatan guru membantu siswa menjawab pertanyaan yang kurang jelas atau tidak dapat dijawab oleh penyampai materi					
F. Aspek Peranan Siswa (Learner's Role)						
30.	Saya mengerjakan tugas-tugas secara mandiri					
31.	Saya menjadi salah satu sumber pembelajaran karena saya bertanggungjawab untuk menjelaskan materi yang telah saya pelajari					

32.	Saya menjadi berani dan tidak takut atau malu lagi untuk bertanya kepada teman tentang materi yang belum saya pahami					
33.	Saya berpartisipasi secara aktif dalam proses pembelajaran					
G. Aspek Instruksi						
34.	Perintah yang diberikan cukup jelas					
H. Aspek Penyajian						
35.	Kegiatan yang disajikan menarik dan tidak membosankan					

Saran dan kritik terhadap Peningkatan Kemampuan Berbahasa Inggris Siswa Kelas X RSBI SMA N 7 Purworejo melalui Pembelajaran Mandiri menggunakan Self-discovery dan Jigsaw Activities:

1. Bagaimana pendapat anda tentang Peningkatan Kemampuan Berbahasa Inggris Siswa Kelas X RSBI SMA N 7 Purworejo melalui Pembelajaran Mandiri menggunakan Self-discovery dan Jigsaw Activities?
2. Apa kekurangan dan kelemahan dalam kegiatan ini?
3. Apa saran anda untuk memperbaiki kekurangan tersebut?



**PENDAPAT GURU BAHASA INGGRIS TERHADAP
PENINGKATAN KEMAMPUAN BERBAHASA INGGRIS
MELALUI PEMBELAJARAN MANDIRI MENGGUNAKAN
KEGIATAN SELF-DISCOVERY DAN JIGSAW**

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14.	Materi dan topik yang diberikan meningkatkan kemampuan <i>Mendengarkan (Listening)</i> siswa dalam Bahasa Inggris					
15.	Materi dan topik yang diberikan dapat meningkatkan kemampuan <i>Membaca (Reading)</i> siswa dalam Bahasa Inggris					

16.	Materi dan topik yang diberikan meningkatkan kemampuan <i>Menulis (Writing)</i> siswa dalam Bahasa Inggris					
C. Aspek Kegiatan (Activities)						
17.	Kegiatan ini memberikan siswa tanggung jawab untuk menemukan, mempersiapkan, dan mempelajari materi sebelum mengikuti proses pembelajaran di kelas					
18.	Kegiatan ini memberikan siswa kesempatan dan tanggung jawab untuk memberikan penjelasan tentang materi dan topik yang telah mereka pelajari kepada teman-teman yang lain					
19.	Kegiatan ini memberikan siswa kesempatan untuk mendengarkan penjelasan dari temannya tentang materi yang telah mereka pelajari					
20.	Kegiatan ini memberikan siswa kesempatan untuk bertanya tentang materi yang belum mereka pahami kepada teman					
D. Aspek Setting						
21.	Tugas-tugas dalam kegiatan ini dikerjakan secara individu sehingga meningkatkan kemandirian siswa dalam belajar					
22.	Kegiatan dalam kelompok meningkatkan kemampuan berbahasa Inggris siswa dalam <i>speaking, listening, reading, dan writing.</i>					
E. Aspek Peranan Guru (Teacher's role)						
23.	Dalam kegiatan ini peranan guru tidak terlalu penting					
24.	Dalam kegiatan ini guru bukan satu-satunya sumber pembelajaran					
25.	Dalam kegiatan ini guru berperan sebagai fasilitator dan controller yang mengontrol jalannya proses pembelajaran					

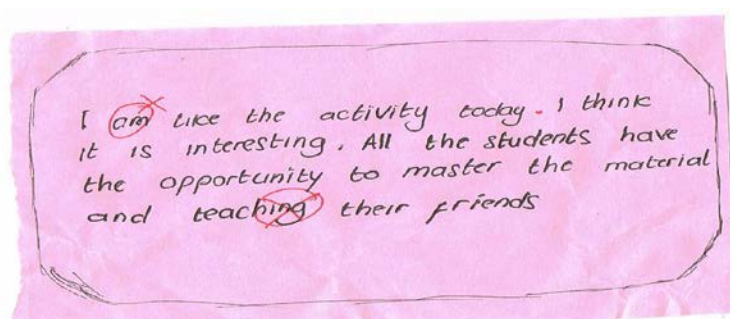
26.	Dalam kegiatan ini guru membantu saat siswa mengalami kesulitan dalam proses pembelajaran					
27.	Pada akhir kegiatan guru menanyakan bagian mana yang belum jelas					
28.	Pada akhir kegiatan guru mengajak siswa menyimpulkan materi pembelajaran untuk menyamakan konsep					
29.	Pada akhir kegiatan guru membantu siswa menjawab pertanyaan yang kurang jelas atau tidak dapat dijawab oleh penyampai materi					
F. Aspek Peranan Siswa (<i>Learner's Role</i>)						
30.	Siswa mengerjakan tugas-tugas secara mandiri					
31.	Siswa menjadi salah satu sumber pembelajaran karena siswa bertanggungjawab untuk menjelaskan materi yang telah mereka pelajari					
32.	Siswa menjadi berani dan tidak takut atau malu lagi untuk bertanya kepada teman tentang materi yang belum mereka pahami					
33.	Siswa berpartisipasi secara aktif dalam proses pembelajaran					
G. Aspek Instruksi						
34.	Perintah yang diberikan cukup jelas					
H. Aspek Penyajian						
35.	Kegiatan yang disajikan menarik dan tidak membosankan					

Saran dan kritik terhadap Peningkatan Kemampuan Berbahasa Inggris Siswa Kelas X RSBI SMA N 7 Purworejo melalui Pembelajaran Mandiri menggunakan Self-discovery dan Jigsaw Activities:

1. Bagaimana pendapat anda tentang Peningkatan Kemampuan Berbahasa Inggris Siswa Kelas X RSBI SMA N 7 Purworejo melalui Pembelajaran Mandiri menggunakan Self-discovery dan Jigsaw Activities?
2. Apa kekurangan dan kelemahan dalam kegiatan ini?
3. Apa saran anda untuk memperbaiki kekurangan tersebut?

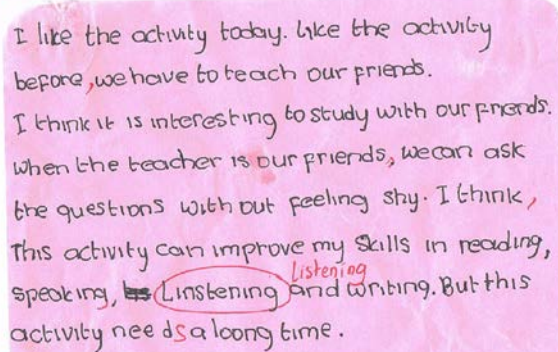
APPENDIX E

STUDENTS' REFLECTION



I ~~am~~ like the activity today. I think it is interesting. All the students have the opportunity to master the material and ~~teaching~~ their friends.

Cycle 1



I like the activity today. Like the activity before, we have to teach our friends. I think it is interesting to study with our friends. When the teacher is our friends, we can ask the questions without feeling shy. I think, This activity can improve my skills in reading, speaking, ~~lis~~ ^{listening} ~~instening~~ and writing. But this activity needs a long time.

Cycle 2

I like the activity today. I think it ^{is} interesting, because I and my friends have to find ~~the~~ the material and study it by ~~my~~ ^{myself} self. Then we have to ^{discuss} ~~discuss~~ it in our groups. after that we have to teach our friends. I think that's all. Thank you.

Cycle 1

I like the activity today. It is the same as before. in my opinion this activity can improve my english skills in listening, reading, speaking, and writing, because we have to read the material, explain it, ~~listening~~ ^{explanation} the others' explanation, and ~~writing~~ the reflection. so I think this activity can improve my skills.

Cycle 2

The activity today is interesting.
 The students have to learn the material
 and explain it to their friends. I
 enjoy the activity but I ~~do~~ also don't
 like it, because I can speak English.

Cycle 1

In my opinion, this activity is
 interesting. We do the same activity
 like before. I think this activity
 can improve my skills, because
 all the students ^{are} forced to use their
 skills in listening, speaking, reading,
 and writing. In this activity,
 we have to read the material,
~~EX~~plain it in English, listen our
 friend's explanation, and then
 writing ~~the~~ reflection.
All the activity ^{ies} can improve my
 skills.

Cycle 2